

***GUIDELINES FOR THE TEACHING OF READING IN THE INTERMEDIATE  
PHASE WITHIN THE CONTEXT OF INCLUSION***

by

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submitted in accordance with the requirements  
for the degree of

**DOCTOR OF EDUCATION**

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**ORTHOPEDAGOGICS**

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**PROMOTER: DR D KRUGER**

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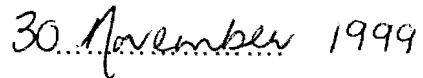
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A handwritten signature in cursive script, appearing to read 'I A S Lategan', written over a dotted line.

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Title of Thesis: **GUIDELINES FOR THE TEACHING OF READING IN THE  
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### **SUMMARY**

As theories on the process of reading have advanced so definitional changes have resulted. This in turn has impacted on the teaching of reading. Comprehension is not the result of successful word recognition, rather, meaning is constructed by the reader using various sources as a frame of reference. Reading requires an interaction between the reader, the text read and the context in which it is read. Reader factors involve language competencies, prior knowledge, vocabulary, the use of strategies and attitudes and motivation. The text may be narrative or expository and encompasses instructional materials. The two broad categories in the context are the classroom setting and the instructional context.

An 'interactive' or 'organisational' paradigm underlying inclusion recognises individual differences as being a probable cause of failure but postulates that the school and all that it encompasses, can be a barrier to learning and development. As such it is not deficit driven, attributing failure to learners alone. In the case of reading, this means not attributing reading failure to the reader alone but acknowledging the role of the text and

the context. This point of departure is confirmed by an interactive model of disability, which, while still explaining reading deficits, advances that alternative areas also be investigated. Focusing on abilities is conducive to proactivity in the prevention of barriers to learning and development.

To be inclusive therefore, mainstream schools generally and classrooms specifically, will need to be reformed and restructured to be more responsive to learners experiencing barriers to learning and development. This will require enhanced teaching methods and flexible support systems. Accommodating diversity presupposes the acknowledgement of each learner's uniqueness in order to meet individual needs. This will be facilitated when in the compilation of a reading programme to meet individual needs, the reader, the text and context are matched through assessment and instruction.

A reading programme to enhance the teaching of reading and thereby meet individual needs has been compiled and implemented in a mainstream, intermediate phase class. From this practical experience and the literature studied, guidelines for the teaching of reading have been formulated for teachers in the intermediate phase to use within the context of inclusion.

November 1999

### **Key terms:**

Reading; intermediate phase; inclusion; mainstream; integration; accommodating diversity; guidelines; reading process; word recognition; reading comprehension; construction of meaning; reading programme; reader; text; context; processing; prior knowledge; strategies; self-regulating readers; metacognition; metacomprehension; authentic text; literate environment; transactional; interactive; zone of proximal development (ZPD)

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My Promoter, *Dr Deidre Kruger*, whose belief in me resulted in an enabling experience with pervasive consequences. For all her hard work, guidance and inspiration.

DEO GRATIAS

## DEDICATION

This study is dedicated to:

*All learners* for whom reading is more than a challenge and

*All teachers* who want to make a difference.

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## **CHAPTER 1**

### **INTRODUCTION, STATEMENT OF PROBLEM AND AIM OF STUDY**

#### **1.1 INTRODUCTION**

The democratic elections held in 1994, heralded an era of unprecedented change in every facet of South African life. For education the implications would be great as the existing system certainly did not meet with the new constitutional criterion of education for all. In fact, education for all, would require the integration into a single system of not only the separate, racially determined education departments, but also all learners who experience barriers to learning and development, previously referred to as 'learners with special needs (LSEN) (cf. 1.2.8).

Prior to the elections, specialised education which catered for those pupils who were not coping in the mainstream system due to their special educational needs, was a separate department providing separate schools to meet individual needs. The status quo system was characterised by the hugely unequal distribution of services and resources in favour of the whites and grossly lacking, if any, for blacks. In addition, free and compulsory education was not available for blacks. These extrinsic factors gave rise to many learners experiencing learning difficulties.

The emergence of so many learners with special educational needs not caused by intrinsic factors, made the criteria for enrolment into specialised education previously used, no longer applicable. The previous stringent application of enrolment criteria to specialised education, also meant that not every child could be helped. According to the new constitution, no child may be refused its free and equal benefits of his/her rights to basic education.

Internationally, education for all has been advocated for some time. An international conference was organised by the Spanish Government and UNESCO in Salamanca, Spain, in June 1994, to advance this objective. More than 300 representatives of 92 governments and 25 international organisations attended the conference. Central to advancing education for all at the conference, was the fundamental belief that all children should be unconditionally included and accommodated in schools irrespective of their state; physically, emotionally, intellectually, socially and linguistically. It was also postulated that to progress, special needs education cannot be segregated (UNESCO 1994).

Previously, learners experiencing barriers to learning and development were separated from the mainstream as it was presumed that they required specific educative assistance and in many cases, the support of a multidisciplinary team. The schools in specialised education are further separated according to the type of disability (physical, including epilepsy and cerebral palsy, sensory, (Deaf and blind), learning disabled and intellectually challenged) the training for which is highly specialised according to the particular disability. Teachers not intending to pursue specialist careers are trained generally to teach learners in mainstream. Specialised training includes for instance, teaching the teachers how to teach the different subjects of which reading is one of the most pervasive aspects.

One of the most prevalent problems encountered by learners experiencing barriers to learning and development is related to reading. Reading is an integral facet of learning so the implications of not being able to read are far reaching in anyone's life. The causes and manifestations of the reading disability are various and specific, requiring specialist knowledge. As mentioned previously, most teachers do not have this specialist knowledge. Morris, Ervin and Conrad (1996:376) emphatically state that "Expertise is needed to help disabled readers". An 'education for all' system would

therefore have considerable implications for a teacher trained to teach generally in the mainstream within the context of inclusion and now be expected to teach learners with reading deficits, especially those from specialised education.

A paradigm shift to provide education for all is required generally, but for teachers in mainstream schools, the demands are great. The paradigm shift will include formal education as a whole and all curricula, didactics and policies will have to strive to prepare the classroom to meet the needs of all learners.

## **1.2 CLARIFICATION OF CONCEPTS**

### **1.2.1 Introduction**

In order to prevent confusion and for the sake of clarification, the concepts pertaining to reading in the intermediate phase within the context of teaching and inclusion, are defined.

### **1.2.2 Guidelines**

Guidelines are "directing principles or standards for the direction or arrangement of a course of events" (The Concise Oxford 1964 s.v. 'guidelines'). Collins (1983 s.v. 'guidelines') defines a guideline as a principle put forward to set standards or determine a course of action. This could be in the form of prescribed programmes, guidelines for methods of teaching or guidelines for the implementation of strategies. These guidelines will be drawn from the practical experience of teaching an intermediate phase mainstream class which includes learners with reading difficulties.



### **1.2.3 Reading**

Reading is defined by Clay (1991:6) as a "message-getting, problem-solving activity which increases in power and flexibility the more it is practiced". Clay continues her definition by saying:

"..within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message".

This definition captures the interaction of the many facets of reading and highlights the role of cognition and processing in constructing meaning from the written word. There will be more on this in chapter three.

### **1.2.4 Intermediate phase**

Learners spend their middle childhood in the primary school which embraces two phases, a foundation and intermediate phase. The foundation phase consists of grades one, two and three and caters for learners from the chronological age of seven to ten years. The intermediate phase incorporates grades four, five and six, with the chronological ages spanning from ten years to fourteen years. This is followed by the senior phase (grades seven to nine) with the chronological ages extending from thirteen years to the maximum age of sixteen.

Ideally, the primary schooler's life (unlike the adolescent's) is easy-going, being relatively free of any cares or demands, other than school work. The child ought to be capable, independent and confident. Affectively, emotions can be easily aroused and expressed as temper tantrums, fears and jealousy.

According to Piaget's theory of cognitive development (Van den Aardweg & Van den Aardweg 1988:41) the primary schooler is in the concrete-

operational stage, a stage in which knowledge is pursued and best learnt when actively involved and experientially based. Although concrete-bound, the primary schooler is able to manipulate symbols cognitively and problem-solving involves cognitive operations such as making plans, comparisons, ordering and arranging. Their reasoning is both deductive and inductive and information from the long-term memory can be recalled. The intention of the primary schooler to self actualise, facilitates the teaching of reading, writing and the manipulation of numbers. The experience of success is vital for intrinsic motivation to aspire to even greater heights in their learning (Van den Aardweg & Van den Aardweg 1988:47).

The affective, cognitive and conative development of learners who experience reading deficits is anything but as described above. Reading is an integral facet of the learning experience so the inability to perform as required, means that failure is experienced and the motivation to learn is negatively affected, as is competence, independence and confidence. Book knowledge is not voluntarily pursued in order to avoid having to read or do anything which will focus on the deficits. As such, the primary school period is full of tension and does not become an opportunity to self-actualise via reading.

### **1.2.5 Inclusion**

Inclusionists believe in the unconditional acceptance of learners and that their inclusion into the full sphere of regular school life, can have positive outcomes for them both academically and socially (Banerji & Dailey 1995:511). The presumption being that human diversity is normal and that as such, the diverse needs of all learners can be accommodated in the regular classroom. An inclusive school calls for child-centred teaching suited to the education of all children irrespective of their disadvantages and disabilities (UNESCO 1994:6). According to Alper, Schloss, Escheidt & Macfarlane

(1995:6) four convictions are fundamental to the inclusion policy:

(1) Whether learners are able or disabled, they are none the less, learners. This common denominator makes them more alike than different, therefore, learning can take place in spite of disability; (2) Learning can be facilitated through able peers; (3) Corrective assistance can be given in the regular classroom and (4) A class with learners who are able and disabled, can be advantageous to all concerned. The principle of the least restrictive environment is applicable as is the availability of a continuum of services for learners who are disabled.

The Salamanca document (UNESCO 1994:12) advocates that referrals to special schools or units within the mainstream, should only be considered as a last resort if the needs of the learner cannot be met in the mainstream classroom.

Full inclusionists believe that it is unnecessary to make any exceptions and therefore learners who experience barriers to learning and development must be instructed fully within the regular classroom. Thus, the application of the principle of the least restrictive environment is not required, neither is the availability of the continuum of services (Alper et al. 1995:6). Pupils are either included in regular classes or they are not. The service provision provided in the regular classroom, is decided upon according to their individual needs. Inclusion then, is both a direct and indirect reaction to segregated education which separated disabled and able learners.

The social and ecological perspective of specialised education evident in the mid twentieth century, sowed the seeds of the normalisation and integration principles (Du Toit 1996:6,7) evident in the inclusion model. In the South African context, which requires not only the integration into a single system of learners experiencing barriers to learning and development into the mainstream, but also the racially determined education departments,

inclusion can be viewed as an extension of ideas about integration and civil rights in a democratic society.

Implications are that in future, many learners will receive less specialised assistance. However within the context of inclusion, learners should still receive assistance from the teacher, service providers (learning support teachers, therapists, teacher aides) and peer tutors.

### **1.2.6 Mainstreaming**

Mainstreaming applies to the integration of learners with barriers to learning and development into regular education, where a continuum of support services in various forms (special educators consulting in the classroom, withdrawal for certain lessons for supplementary teaching, resource rooms, separate units) is available to meet their needs. The support differs according to the learner's individual needs and determines the amount of time spent daily in the regular classroom. The degree of support is adjusted as the child becomes more capable (Lewis & Doorlag 1995:4). In Mainstreaming by default, also called 'integration', occurs when all learners with barriers to learning and development are forcibly integrated into mainstream education without any supportive facilities, because there is no other alternative. Integration in this sense is, according to Pijl, Meijer, and Hegarty (1997:2) integration in its "most negative connotation".

The aim of mainstreaming is to facilitate modifications so that the learner can meet environmental demands (Lewis & Doorlag 1995:4). For Phillips, Sapona and Lubic (1995:262) mainstreaming requires the special needs learner to conform to the classroom requirements, whereas with inclusion, the belief is that the classroom must be adapted to meet the needs of learners with special needs. Mainstreaming is thus largely in opposition to specialised education.

Phillips et al. (1995:262) believe that to accommodate learners with barriers to learning and development in an inclusive classroom, requires a paradigm shift by teachers. Du Toit (1996:15) refers to progressive mainstreaming. This requires the restructuring of the mainstream through the curricula adaptation conducive to the flexible application according to the special needs of learners. This would also require well-informed teachers, ably assisted by a support system.

In so far as reading is concerned, there are significant ramifications. The progress of any learners who do not cope with reading is limited. Integrated learners struggling to read did not make progress and that was it. Mainstreaming on the other hand, requires learners with reading deficits be withdrawn from the classroom situation to receive specialised, individualised reading assistance.

### **1.2.7 Specialised education**

Specialised education has over the years been influenced by various perspectives resulting in a far broader meaning today.

Viewed from the medical perspective which concentrates on intrinsic factors, specialised education is the specialised assistance given by a multidisciplinary team consisting of learning support teachers (formerly referred to as remedial teachers), therapists (speech, occupational and physio) and psychologists, to learners with disabilities. Specialised education was mainly available for categorically segregated schools and training institutions (forming a department on their own), whose staff complement is made up of the previously mentioned multidisciplinary team, teachers and teacher aides. The basic form of teaching in these schools is remedial which is a form of orthodidactic support in that it aims to correct or improve the difficulties or barriers to learning and development being experienced by the

learners.

Class size in schools for specialised education, was calculated according to the nature of the disability and classes of ten learners were regarded as the ideal. However each year the numbers are increased especially as the financial constraints begin to take their toll. Classes generally have between fifteen and eighteen learners in each. The multidisciplinary team compiles individual educational programmes using the learner's strengths to remediate the weaknesses. The psychologists provide support by attending to pupils manifesting secondary emotional, social and behavioural problems. They also lead guidance classes as a means of offering pupils lifeskills to assist them to cope. All class and subject teachers at specialised schools are expected to have some remedial or specialised qualification, although it is not a prerequisite. However, only trained remedial teachers can be members of the remedial department responsible for assessments, programme preparation and the more intensive remedial teaching to learners experiencing severe difficulty. These difficulties comprise maths problems and language problems, including reading, specifically, word recognition and comprehension. Apart from withdrawing learners, the trained remedial teachers are also allocated to classes for additional orthodidactic assistance to the class as a whole. Teaching is largely prescriptive with the aim of eliminating the discrepancies.

The remedial programme is based on the results of the remedial assessment consisting of standardised tests and informal procedures. Emphasis is laid on the perceptual processes required for successful reading, specifically visual and auditory perception. This incorporates the ability to discriminate visual and auditory stimuli, remember information (memory) remember information in a sequence (sequential memory), see or hear the whole even when details have been omitted (closure), pay attention to the relevant, whilst ignoring the irrelevant (figure-ground discrimination) and perceive the

position of objects in space in relation to oneself (spatial relations). The strengths of the pupil were used to remediate the weaknesses, for example; John has been assessed to have auditory strengths but is visually weak. He has no basic sight word vocabulary, so he will use flash cards (visual) with the back-up of a tape (auditory), to run through the language master. In order to accommodate learner's deficits, the remedial teacher assists the learners in many ways, for example: any reading matter was recorded on tapes for the pupils to review and consolidate in their own time; notes were arranged differently using annotations, mind maps, spidergrams to name a few, in order to eliminate unnecessary reading material. The pace is slower as learners are given the time to process the information given to them and cognisance is taken of motor deficits through the modification of written output. Parents are guided and supported too.

From the more social and ecological perspective, which is presently in vogue, Du Toit (1996:5) states that " 'specialised education' refers to all forms of assistance rendered to learners who require additional educational assistance". This includes the education in special schools, remedial education, preventative and compensatory programmes and sometimes extension or enrichment programmes for gifted learners. It would also include learners whose difficulties are as a result of extrinsic factors such as having been deprived of opportunities to attend school or missing school due to parents moving frequently.

This broader perspective has paved the way for learners experiencing difficulties being regarded as learners with special educational needs (LSEN), and their education as the education of learners with special educational needs (ELSEN). However, in a summary of the latest report of NCSNET and NCESS, *Quality education for all: overcoming barriers to learning and development*, Landsberg and Burden (1999:4-7) the term 'LSEN' is seen to be too narrow in explaining the heterogeneity of the needs

which are the result of barriers intrinsic or extrinsic to the learner. A change in nomenclature for South Africa, has therefore been recommended. As LSEN and ELSN were terms used for some time and they are used in some countries (Australia, New Zealand, United Kingdom) they will be explained.

### **1.2.8 Learners with special educational needs (LSEN)**

Learners with special educational needs (LSEN) are persons, who as a result of their disabilities or difficulties, require modified teaching for them to succeed (Lewis & Doorlag 1995:4). These needs may be learner or system needs and due to intrinsic (neurological, for example, biochemical, biodevelopmental) extrinsic (environmental) causes or the interaction thereof. Learner needs may be of a physical, communication, academic, emotional and/or social nature. Learners with reading deficits form part of the population with special educational needs.

The term *learners who experience barriers to learning and development* is preferred to special educational needs as it embraces the heterogeneity of needs in South Africa. Barriers to learning and development may be caused by socio-economic barriers, discriminatory attitudes, an inflexible curriculum, language and communication, inaccessible and unsafe environment, inappropriate and inadequate provision of support services, lack of enabling and protective legislation and policy, lack of parental recognition and involvement, disability and a lack of human resource development strategies (Landsberg & Burden 1999:4-7).

### **1.2.9 Education of learners with special educational needs (ELSEN)**

Education is defined by Van den Aardweg and Van den Aardweg (1988:71) as "a purposeful, conscious intervention by an adult in the life of a non-adult



with the specific purpose of bringing the non-adult successfully to adulthood". ELSEN refers to the education of those learners whose learning needs require modified teaching for them to succeed.

The Government of National Unity committed itself to restructure ELSEN. A Commission on Special Needs in Education and Training, was appointed for the year, 1997, to thoroughly investigate the situation and make recommendations to the Minister of Education. In response to this move, the South African Federal Council on Disability (1995:1) bearing the Salamanca Statement on principles, policy and practice in special needs education in mind, formulated a statement for submission to the Commission on its position regarding ELSEN. Thirty-one organisations and institutions, were involved in documenting the statement which supports the right of all LSEN to

"equal access to education at all levels in a single inclusive education system that is responsive to the diverse needs of all learners, accommodating both different styles and rates of learning as well as different language needs in the case of Deaf learners where their first language is sign language, and ensuring quality education to all through appropriate curricula, organisational arrangements, technical strategies, resource use and partnerships with their communities".

Several factors led to this study and these are described as the background to the problem.

### **1.3 BACKGROUND TO THE PROBLEM**

Diverse learners do not attend mainstream schools but are referred to schools for specialised education. However, along with the dramatic changes since the elections in 1994, came the need for the reconceptualisation of specialised education in South Africa. In order to fully understand the implications thereof, it is necessary to place the problem in an historical context.

Specialised education has a long history with 1863 seeing the founding of the first special school in South Africa. Initially schools for children with disabilities were private concerns focusing on sensory disabilities (blind and deaf) but in 1925, the government began to unofficially subsidise special schools. With the passing of Act 43 of 1937, the Special Schools Amendment Act, white parents were compelled to send their children to 'special schools', even if the school was far away from home. This brought to an end the practice of keeping them at home without education. The Special Schools Act of 1948 saw the inclusion of the provision for medical and mental diagnosis and treatment. In so far as the other race groups is concerned, the responsibility for the learners who were in any way disabled, fell to the Church but most parents chose to keep their children at home as schooling was not compulsory. In this way the foundation stones were laid for compulsory, segregated, specialised education for whites with a medical-clinical point of departure (Du Toit 1991:56-58).

The government's responsibility for the other population groups followed much later and was evident in several Education Acts. In spite of this, black children with disabilities were still mostly under the care of churches and missions. Additional Acts and amendments to Acts facilitated further segregation through the specification for the provision of education according to explicit categories (Du Toit 1991:56-58). For whites, there was an additional department which controlled specialised education for learners with disabilities who attended special schools. Learners were enrolled according to a definition which gave pre-eminence to intrinsic causes of learning difficulties. Act 70 of 1988; Education Affairs Act (House of Assembly) (Du Toit 1991:58) defines a 'handicapped child' as

“a child who in the opinion of the Head of Education is able to benefit from a specialized education programme for handicapped children, but who deviates to such an extent from the majority of the children of his age in body, mind or behaviour that he

- (a) cannot benefit sufficiently from the instruction provided in the ordinary course of education;
- (b) needs specialised education to facilitate his adaptation in the community; or
- (c) should not attend an ordinary class in an ordinary school, because such an attendance may be harmful to himself or to the other pupils in such a class".

This conceptualisation together with the racially based inequalities and inconsistencies of the apartheid era, resulted in the ignorance of extrinsic causes of learning difficulties. As such the needs of the majority were not catered for. It did not take long after the democratic elections in April 1994, for reforms to start materialising.

The Draft White Paper on Education and Training was published in September 1994, cited by Du Toit (1996:14) and this was followed by the White Paper on Education and Training in a Democratic South Africa: First steps to develop a new system cited by Du Toit 1996:14). The following is an extract of the previous Minister of Education, Prof. S.M.E. Bengu's introductory message where he affirms the need to

"... build a system of education and training with which all South African people can identify because it serves their needs their needs and interests. Such a system must be founded on equity and non-discrimination, it must respect diversity, it must honour learning and strive for excellence..."

Several changes resulted, of which the following are significant. Firstly, the change in appellation from pupils with disabilities to Learners with Special Educational Needs (LSEN) saw the categorical classification make way for a wider view by including all learners requiring additional educational assistance be the causes intrinsic and/or extrinsic. The Education of LSEN now became known as ELSEN. Secondly, there is a

move from the highly individualistic-medical model to a more systemic-preventative approach. Social factors are seen to play a greater role with endeavours aimed at preventing the manifestation of problems by promoting individual abilities. Thirdly, the separate department for specialised education became defunct with the transfer of organisational and administrative matters to the provinces. All previously separate departments united to form one department. However, policy is decided at national level. Fourthly and of major significance to this thesis, is the move to accommodate all learners in the mainstream (Du Toit 1996:14,15). This was confirmed in No. 84 of 1996: South African Schools Act, 1996 (Government Gazette:10) which declares that the "Member of the Executive Council shall, where reasonably practicable, provide education for learners with education needs at ordinary public schools".

No longer then, would teachers be able to refer any diverse learners to specialised education the moment they were perceived to be not coping in the classroom. Neither would the intense remedial and therapeutic assistance by trained staff, be available for the learners. LSEN would have to be accommodated in the regular mainstream classroom.

Until the recommendations of the Commission (c.f. 1.2.9) are accepted, schools for specialised education still exist and continue to receive referrals on a daily basis of learners who are reported by the teachers as 'not coping' in mainstream schools. These learners are described as having developmental, learning and academic, and behavioural difficulties resulting in their being left behind as they are unable to keep the pace of their peers. Thus they are deemed to be "deviating to such an extent from the majority of the children of his age in body, mind or behaviour".

Each school has its specific criteria for enrolment, although there is now

greater flexibility in the application thereof. These criteria are still based on the medical model, in that the categorisation is influenced by the individual's medical diagnosis. Specialised education with its smaller classes, multidisciplinary approach and remedial teaching is seen as the least restrictive environment for the learners to actualise their potential.

The ramifications of the policy of education for all are wide. Education is compulsory for everyone up to and including Grade 9 or on attaining the age of 16 years. The increased numbers will have to be accommodated in the existing facilities, therefore the classes will be much larger. Not only will the classes be larger, but they will also include learners who experience barriers to learning and development. Whether the provinces choose to follow a model of mainstreaming or inclusion, there is a lack of professional and resource support within the mainstream schools, for example, no multidisciplinary therapy and support is received. The specialised remedial teaching learners with reading deficits have been receiving, will not be possible as not all teachers are trained to teach remedially and the classes will be too large for individual attention to be paid. At present, the teaching of learners experiencing barriers to learning and development is not included in pre-service teacher training curricula. It has already been established that the difficulties experienced by pupils with reading deficits are very specific, requiring specialised assistance. In their research on diverse learners in the classroom, Schirmer and Twiss (1995:67) found that reading instruction was particularly demanding for teachers, especially to those learners who were actualising five years below grade level in so far as reading and written expression is concerned. The ability to read is fundamental for anyone's education and when learners have particular difficulties in learning to read, their reading to learn will be negatively affected.

System needs are not only restricted to educators who may not be trained to meet the needs of diverse learners, but include a curriculum lacking flexibility.

It is thus essential that teachers are trained formally and informally by means of guidelines and adequately prepared to teach LSEN to read. As learning to read affects reading to learn, the teaching of reading is a major concern.

#### **1.4 FORMULATION OF THE PROBLEM**

In the light of the above then, the following questions need to be asked:

How can the teaching of reading be enhanced in the mainstream intermediate phase classroom in order to accommodate individual needs?

How will intermediate phase teachers who have not been trained to teach learners experiencing barriers to learning and development, be able to teach learners with reading deficits to read within the context of inclusion?

In order to find the answers, the following issues will need to be explored:

(1) What are the integration and inclusion policies and reading approaches within inclusive contexts in other countries and how are they practically implemented?

- Are there any practices from these countries which could be applied in the intermediate phase in South Africa to facilitate the teaching of reading?

(2) What is reading? The aspects to be investigated are:

- Definitions of reading.
- Processes of reading.
- The components of reading.
- Reading disability.

(3) What can be used and adapted in the intermediate phase to meet individual needs? The aspects to be investigated are:

- Reading methods.
- Reading approaches.

(4) How can teachers adapt to teaching reading within the context of inclusion? Aspects which are questioned are:

- What adjustments will teachers need to make to facilitate the accommodation of diversity?
- Will the resources required for the continuum of service be available?

## **1.5 THE AIM OF THIS STUDY**

### **1.5.1 Aim**

The aim of this study is to provide guidelines for teachers in the intermediate phase, to facilitate their teaching, specifically that of reading, of learners experiencing barriers to learning and development in regular mainstream classrooms.

In order to achieve this aim, the following objectives apply:

- To make a thorough study of reading and the teaching of reading.
- To make a thorough study of the concept of inclusion and integration in other countries as well as their teaching of reading.
- To seek ways through action research to practically implement successful reading methods to enhance the teaching of reading and accommodate diversity.

- To describe the findings of the action research.
- To provide guidelines for the teachers in the intermediate phase, from the findings of the action research.
- To summarise, conclude and make recommendations according to the findings of the research.

## **1.6 RESEARCH METHODOLOGY**

### **1.6.1 Literature study**

The problem which is researched in this thesis is executed from a more systemic-preventative approach, according to which, guidelines are set to teach reading in the intermediate phase, within the context of inclusion.

The research is descriptive and qualitative through a literature survey and action research.

The following are investigated in the literature:

- The philosophy of inclusion.
- Inclusion in different countries and the implications for South Africa when teaching reading.
- Alternative reading methods of accommodating diversity reading.
- The reading process.
- Reading difficulties.
- The teaching of reading.
- Guidelines for teachers to enhance their teaching of reading in the intermediate phase and thereby accommodate diversity within the context of inclusion.



### **1.6.2 Action research**

Action research is defined by Kemmis and McTaggart (1982:5) as "trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning". Through the ideas-in-action, a connection between theory and practice can be made. Action research has four components, planning, acting, observing and reflecting.

Planning involves finding the best methods to meet individual needs in a mainstream, intermediate phase class which includes learners who experience difficulties with reading. The action involves the practical implementation of these methods in a mainstream, intermediate phase class which includes learners who experience difficulties with reading. The teaching of these methods will be carefully observed and reflected. Through monitoring, modifications and adaptations will be made accordingly.

The action research will be undertaken in an intermediate phase, mainstream classroom, in order that guidelines can be drawn to facilitate the teaching of reading to accommodate learners' individual needs. The purpose of the guidelines is twofold in that the teachers will be assisted to meet individual needs and the learners will benefit by learning to read more efficiently.

A case study of a class will be made, but within the class a heterogenous group will be selected to describe the process.

### **1.7 DELIMITATION OF THE RESEARCH FIELD**

This research is done from a perspective involving learners who experience barriers to learning and development (cf. 1.2.8).

### **1.7.1 The situation**

The situation is a teaching one in the school where the teachers are guiding the pupils to fulfil their academic requirements through the teaching of reading.

The teaching of reading in the intermediate phase within the context of inclusion, is the problem under investigation.

### **1.7.2 Demarcation of the population**

This research is directed at intermediate phase pupils in a mainstream school. The emphasis is on reading. How reading is taught in the intermediate phase, will be investigated as well as ways to meet the individual needs of learners within the context of inclusion.

## **1.8 ORGANISATION OF STUDY**

Chapter two involves the description of reading, including definitions, processes, components and reading disabilities.

Chapter three reviews relevant and updated literature on inclusion and integration in other countries with specific reference to reading. Practices which could be successfully adapted to facilitate the teaching of reading within the context of inclusion in South Africa, will be sought.

Chapter four contains a description of the proposed programme to enhance the teaching of reading and accommodate individual needs.

Chapter five comprises the description of the research design to be used in the study of the teaching of reading within the context of inclusion.

Chapter six incorporates the action research and the manner in which a reading programme to enhance the teaching of reading is compiled and implemented in an intermediate phase mainstream class which includes learners with reading deficits. The findings thereof are also described.

In chapter seven, guidelines are provided for the teaching of reading in the intermediate phase within the context of inclusion.

The final chapter (chapter eight) contains the synopsis, findings and recommendations evolving from this study.

## CHAPTER 2

### READING

#### 2.1 INTRODUCTION

Two headings in a recent local newspaper highlighted some significant attributes of reading which, following animated discussions, resulted in important firsthand revelations to the learners. The first heading read "*Shy 'Zulu' sets new record*" (1999:11). The group was asked to whom 'Zulu' referred. The avid cricket enthusiasts immediately burst out with "Lance Klusener". Then there were those (the not so interested in cricket) who shrugged their shoulders and said they didn't know. The third group which emerged were not quite as sure as the cricket lovers, but having implemented some strategies (sought information from the subtitle, picture, caption and introductory paragraph), were able to provide the correct information. The second heading stated "*Rhodes runs out 'tortoise'....again*" (1999:11). Again the cricket lovers could answer immediately contributing additional important information and the non-cricket lovers merely shrugged their shoulders. The third group scanned the article and having given it some thought, were able to answer correctly. What was the difference, after all, no one had difficulty recognising the words? The answer to this question will emerge further on.

Throughout the literature, constant references are made to the fact that a contributing factor to effective teaching is that the teacher has knowledge and understanding of the reading process. Experience has taught that there is no one best method to teach reading as learners are unique, therefore, they do not all learn from the same method. In addition, developmentally, learners'

needs change, resulting in a call for adaptations and it may just be that learners require a combination of methods to help them succeed in learning to read (Mather 1992:93). A knowledge of the process thus assists teachers to set goals, select reading methods and textual material as well as plan and prepare the reading context. It also allows for preventative teaching and the creation of opportunities to teach diagnostically. An additional critical requirement is that teachers have a clear definition of reading.

In order to explain the difference between the different reactions to the newspaper headings, a brief history of reading perspectives will be traced and the definitions of reading, the reading process and the components of reading, will be explained. Firstly, a testimony to the theoretical perspectives and models over the years and their influences on the definitions of reading.

## **2.2 A BRIEF HISTORICAL OVERVIEW**

The perceptual/cognitive perspective of the late nineteenth, early twentieth centuries, saw the emphasis falling on word recognition but Dechant (1991:14) draws attention to the fact that the cognitive leanings of Huey (1908) and Thorndike (1917) influenced researchers to believe that there was more to reading than word recognition. Priority to word recognition continued with the behaviourists and linguists between 1910 and 1955 but with the emergence of cognitive psychology in approximately 1955, the role of cognition in the reading process was recognised through the active role of the reader. These theorists advocated that visual information, prior knowledge and experience is used by the reader to construct meaning. Thus the emphasis was no longer on word recognition, as the decoding of visual information was merely a means to an end. The psycholinguistic view of Perfetti (1985) Goodman (1973) affirmed the significance of language in the processing of printed text as well as the role of prediction and the context (Lategan 1994:25-28). The perception of language development was also

subject to several paradigm shifts. The decade of the fifties saw the emphasis on vocabulary and articulation development and sentence structure (syntax) in the sixties. The emphasis moved in the seventies to meaning (semantics), language use (pragmatics) in the eighties and in the nineties, discourse (Westby 1992:1).

The eighties decade, according to Reid (Lategan 1994:28) attested to the role of the learner changing to a more active one and research focusing more on 'how' learning takes place. The cognitive theorists gave prominence to the attainment of knowledge. Cognition is defined by Van den Aardweg and Van den Aardweg (1988:38,39) as "knowing in its broadest sense". Objects are reorganised and meaning attributed accordingly via actual mental processes and strategies. It encompasses perception, concept formation, reasoning, thinking, fantasy and imagination. A distinction between self and others, is also made. Mayer (1996:363,364) refers to cognitive constructivism which advocates that learners are sensemakers as opposed to response strengtheners of the behaviourist era and information processors. Learners are seen to make sense of what is being learnt by actively constructing cognitive representations using input information, prior knowledge and efficient cognitive procedures. Learning is therefore more than knowledge acquisition, because to learn meaningfully implies a dependence on learning content, the learner's frame of reference or knowledge base and the method of processing information. The learner is therefore no longer passive but active and the teacher becomes a cognitive guide.

In so far as reading is concerned, the cognitive theorists believe that the meaning of the printed text is not achieved through accurate word recognition, but by what the reader brings to the text in the form of prior knowledge and the use of strategies to construct meaning (Hresko & Parmar 1991:21,22). Reference is made by Dechant (1991:14) to Smith's (1988) assertion that "reading cannot be separated from thinking ... (as) 'reading is

thinking through print”’. Incoming information needs to be related to existing knowledge and experience. Higher order cognition facilitates interpretation, the integration of new and prior information and the extrapolation of meaning. In addition to cognition and higher order cognition, cognitive processes involved in reading are attention, perception, memory and language.

Mayer (1996:364) adds that a fourth perspective is developing in social constructivism, whereby learners are viewed as ‘participants in dialogue.’ This is evident in peer-led discussion groups and co-operative learning, to mention a few. Goatley, Brock and Raphael (1995:355) cite three of Vygotsky’s (1978) proposals from his social-historical theory, which forms a base for this sociocultural perspective. The wider social, historical and evolutionary context is necessary to comprehend individual cognitive functioning; reading, writing, and academic discourse need higher cognitive processes which are in essence, social and cultural; and members of the community and culture who are well informed may expedite learning. Vygotsky also asserts that “every function in the child’s cultural development appears twice: first on the social level, and later, on the individual level; first *between* people (*interpsychological*) and then inside the child (*intrapsychological*)”. Learning to read and write and engaging in academic discourse, thus takes place through interacting with others, within the sociocultural environment. In addition, learners can attain a level independently, but through the facilitation of more knowledgeable others, be they adult or peers, achieve on a greater level. This refers to the zone of proximal development.

It is evident that the principles of the cognitive approach have had a positive effect on reading as readers are no longer viewed as passive organisms whose cognitive experiences are activated and controlled by external stimuli and the connections made between stimuli and responses. Condy (1997:2,3) affirms that reading has undergone many changes specifically in the

methodology where meaning based teaching relevant to the environment is now the order of the day. This contrasts strongly with the traditional method where the aim of reading is to gain information, as the final outcome of the traditional reading method is a formal assessment of factual knowledge. The methodology is teacher- directed with the teacher providing the information as specified in the syllabus (or prescribed basal reader), and little attention is given to meaning and relevance. The traditional method is skills based with the point of departure being from the parts to the whole and the grouping of learners is homogenous. There is also a change regarding the evaluation of reading which relies on the reader's metacognition. On the basis of knowledge that readers have of themselves, the task in hand and strategies with which to perform the task, they evaluate themselves and regulate their performance. It is believed that if learners are aware of and know their own strengths and weaknesses, their ability to take responsibility as well as the progress of their reading abilities is facilitated (Lategan 1994:39,40).

Definitions which embody the abovementioned cognitive principles have been selected for this thesis.

### **2.3 DEFINITIONS OF READING**

Although definitions of reading are profuse and diverse, there is one aspect in which consensus is reached and that is the complexity of reading.

"Reading is a tremendously complex skill" (Clark 1988:3). "Reading is a complex process – complex to learn and complex to teach" (Carnine, Silbert & Kameenui 1990:3). "No one fully understands the extremely complex ability called reading" (Harris & Sipay 1990:9). One of the reasons postulated for this complication is that reading is the result of many unconscious, speedy processes and as such is not conducive to study (Harris & Sipay 1990:9).



However, research over the years has facilitated the definition formulation of reading.

For Anderson, Hiebert, Scott and Wilkinson (Rubin 1996:7) reading is a "process in which information from the text and the knowledge possessed by the reader act together to produce meaning", and is therefore a constructive process. The reader constructs the meaning of the printed text by using several sources as a frame of reference. The text and the reader are alleged to 'act together' to integrate the new knowledge and prior knowledge and as such, reading is interactive. Reading is described as a language process as print is converted to speech using various sources. Reading fluently facilitates the processing of these sources therefore automaticity in decoding is important to allow more attention to the comprehension of the text. Finally, in order to fully facilitate the understanding of the printed word, reading must be strategic. Cognitive strategies, must be applied in line with the particular purpose for reading.

That reading is a comprehensive process for Rubin (1996:7) is evident in her definition that "reading is the bringing to and the getting of meaning from the printed page". Active involvement of the reader, the text and the context make reading a totally integrative process.

For Harris and Sipay (1990:10) "Reading is the meaningful interpretation of written language". In summary, "Reading is comprehending". The meaning of the written language is emphasised and this meaning is not necessarily only academic but also includes emotional overlays.

As it clearly signifies the reader as actively involved in constructing meaning using perceptual, language and cognitive processes for maximal understanding. The definition chosen for this thesis is that of Clay (1991:6) (cf. 1.2.3):

Reading is "a message-getting, problem-solving activity which increases in power and flexibility the more it is practised. .... within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message".

Again the implication is clear that reading is constructive and interactive and that the reading process is dependent on cognitive processes. These processes are described in terms of information processing as the aim is not to dwell on whether responses are correct or incorrect, as much as to target the learning activity and how learners look for patterns, locate information and implement strategies (Swanson 1991:132).

## **2.4 THE READING PROCESS**

The information processing theory offers a complicated explanation of the acquisition, interpretation, organisation, storage, retrieval and utilisation of information (Swanson 1991:132).

### **2.4.1. The information processing model**

The model comprises three components, the structural component, the control or strategy component and the executive component. The structural component in the form of sensory storage, short term memory and long term memory, designates the framework within which the information is processed. The control or strategy component consists of the *modus operandi* for processing the information and the executive process regulates and monitors the processing operations. Information is processed sequentially with each stage dependent on the next for its transformation (Swanson 1991:132).

#### 2.4.1.1 *The structural component*

When information is required, it is retrieved from memory, which is the ability to store sensations and perceptions in the absence of the original stimuli. Information can be stored in three different forms; the sensory or iconic store, the short term memory store and the long term memory store. These three forms of memory are merely theoretical constructs to describe how information is encoded and stored for retrieval (Dechant 1991:82; Readance, Bean & Baldwin 1992:32).

##### (a) *The sensory/iconic store*

The sensory or iconic store is also known as the sensory register because it involves the initial processing whereby external input in the form of incoming sensory information is registered very briefly. The sensory register acts as a buffer for the input by holding it long enough for perception and analysis. Input to which no attention is paid, decays rapidly (Swanson 1991:141,142). In the case of reading, the retina of the eye registers images from the printed text in the form of sensory visual traces or icons (Harris & Sipay 1990:282; Dechant 1991:83).

The significance of perception in the sensory register is affirmed by Lerner (1993:197) as it is the cognitive activity for attributing meaning to the stimuli. The perceptual process involves the selection, categorisation, organisation and sequencing of input. It is influenced by world experience, prior knowledge, physiological and affective factors (Harris & Sipay 1990:277; Rubin 1996:9). Reading is dependent on visual and auditory perception. Visual perception involves the meaningful interpretation and organisation of visual sensory input (graphemes). Auditory perception on the other hand involves the meaningful interpretation and organisation of auditory sensory input (phonemes). However, the cognitive process of attention is prerequisite

to perception. The eyes as visual receptors receive graphic symbols as sensations, but this is insufficient. Attention allows the individual to concentrate on that which is relevant and important to the task at hand. Attention can be sustained or selective. Sustained attention is sometimes referred to as vigilance as it is the ability to monitor incoming information over an extended period of time. It comprises attention span and is a function of several factors; prior knowledge of the material, individual motivation, attitude and interest, task difficulty, length of the task and state of arousal (Das, Naglieri & Kirby 1994:36,37). Strategies involved are sustaining focus on the relative stimuli and the ability to shift focus as and when it is required. Selective attention is the ability to focus or divide attention. Focus requires the individual's attention to a single source whereas divided attention allows the individual to give attention to more than one source simultaneously (Das et al. 1994:37). Having received attention, the information is sent for perceptual processing.

The components of visual perception are; discrimination (the ability to distinguish visual stimuli b / d / p, stop / spot), memory (the ability to remember visual information), sequential memory (the ability to recall visual information in a sequentially b a n d = band s h o p = shop), figure ground discrimination (the ability to distinguish between relevant and irrelevant information and then focus attention on the relevant), closure (the ability to see the whole in spite of details being omitted as in recognising a word with letters missing e--ph-nt, remembering a word without paying attention to the details and understanding a sentence in spite of a few unfamiliar words, analysis and synthesis (the ability to break up or analyse visual information into parts and blend or synthesise it into a whole unit again, e-le-phant = elephant) (Harris & Sipay 1990:278; Dednam 1992:115).

The components of auditory perception are discrimination (the ability to distinguish between sounds (phonemes) and words m / n, sit / fit; man / men;

pit/ pet), association (the ability to relate ideas heard), memory (the ability to remember information which has been heard), sequential memory (the ability to remember sounds/words in sequence, analysis (the ability to analyse words into phonemes) and synthesis (the ability to blend phonemes to form words (Harris & Sipay 1990:280,281,283). Visual information which has been attended to and selected for further processing, moves on to the short term memory.

(b) *Short term store/primary memory/working memory (STM)*

In the short term memory or working memory there is a conscious awareness for the first time, but it is essentially a temporary storage facility. Control processes assist in preparing the information for long term memory which is the permanent memory store with unlimited capacity (Swanson 1991:143). The information from the sensory store is encoded through lexical access and semantic encoding into more abstract symbolic representations. Information in the STM is maintained in auditory-verbal-linguistic forms and is temporarily held for the maximum of 20 to 30 seconds due to the store's limited capacity. Should information need to be preserved, there are strategies such as rehearsal (repetition) and chunking (recoding into smaller units or chunks for better control) which can facilitate preservation. Short term memory is able to put certain elements on hold for the reader to focus attention on the rest of the sentence (Harris & Sipay 1990:282; Dechant 1991:82-84). Factors affecting the capacity of STM include, the ability to encode, the size of the information load, the similarity of the items, the processing of succeeding activities and the time interval (Swanson 1991:142,143). Information then passes into the long term memory (LTM).

(c) *Long term store/long term memory (LTM)*

The long term memory is according to Dechant (1991:85) “analogous to learning, it is the repository for all one’s information, one’s cognitive structure or nonvisual information”. As such, LTM is the knowledge base, the seat of all prior knowledge (cf. 2.5.1; 2.5.1.2 (b); 2.5.2.1 (b)). Prior knowledge exerts a powerful influence on processing, as new information is compared and integrated with old knowledge, prior to responding (Das 1992:140,142,143; Das et al. 1994:55).

Through organised chunking or semantic coding, information enters LTM and is stored permanently for retrieval. Not all information can be retrieved but the more efficiently it is organised, the better for retrieval. The LTM capacity is almost unlimited but, as opposed to the sensory memory and STM, the rate of input is very slow. Information is stored in different forms in memory; declarative (knowledge of what, or where, for example, facts and word meanings; procedural (knowing how to perform) and conditional (knowledge of when and why to perform).

2.4.1.2 *The control or strategy component*

Cognitive strategies are systematic plans to improve performance and include the regulation of cognition. There are different types of information processing activity and these include encoding, elaboration, transformation, storage, retrieval, searching, comparing and reconstruction. Encoding is the process whereby input is analysed in terms of prior knowledge (for example, orthographic, phonological and semantic), through elaboration, associations between new and prior knowledge are formed (for example, visualisation questioning, categorising and association). Transformation involves the application of rules (stored in long term memory) to new information (for example, drop the e when you add ing, have – having). Storage requires that

incoming information is integrated with prior knowledge as a memory trace. Retrieval involves the recall of knowledge through the process of searching. When incoming information is compared with prior information to detect similarities and differences etc., the process is comparing. Reconstruction is required when adaptations have to be made (Swanson 1991:132,134,135; Harris & Sipay 1990:14,15).

#### *2.4.1.3 The executive component*

The executive component is responsible for the coordination of the sequence in which cognitive activities take place and is not involved with the searching or ordering and classification of information. Executive function and search processes are learned and founded on previous processing because organisation and retrieval is learnt and the style of organisation is unique to the individual (Swanson 1991:148). Executive control or metacognition, entails planning, implementing and monitoring, by regulating the flow of thoughts, directing cognitive processes during learning and monitoring the information being processed. Metacognitive skills are necessary for the planning, evaluation and the regulation of information-processing procedures. These metacognitive skills are facilitated by a knowledge of strategies and when to practically implement them (Lerner 1993:200,201).

To illustrate the reading process, three different types of processing models are used:

### **2.4.2 Processing models**

#### *2.4.2.1 Bottom-up processing model*

Protagonists of the bottom-up processing model believe that the translation process begins with print, hence the emphasis on the text. Prominence is

thus given to the word recognition component of reading. Reading is perceived as an hierarchical process whereby sensory and perceptual processes decode graphic information. Once the graphic information has been accurately decoded, meaning can be attributed through cognitive processing. A progression from letters to words to sentences to passages, is evident. Achievement in reading is determined by proficiency in word recognition skills (Harris & Sipay 1990:12; Rubin 1996:12).

#### 2.4.2.2 *Top-down processing model*

Protagonists for the top-down processing model stress the active role of the reader as translation begins in the mind of the reader. The reader makes predictions using prior knowledge, the text and formal graphemic and semantic structures, to construct meaning. Predictions are evaluated and can be altered accordingly. Decoding is bypassed in favour of the reader questioning, hypothesising and comprehending (Harris & Sipay 1990:13; Rubin 1996:11,12).

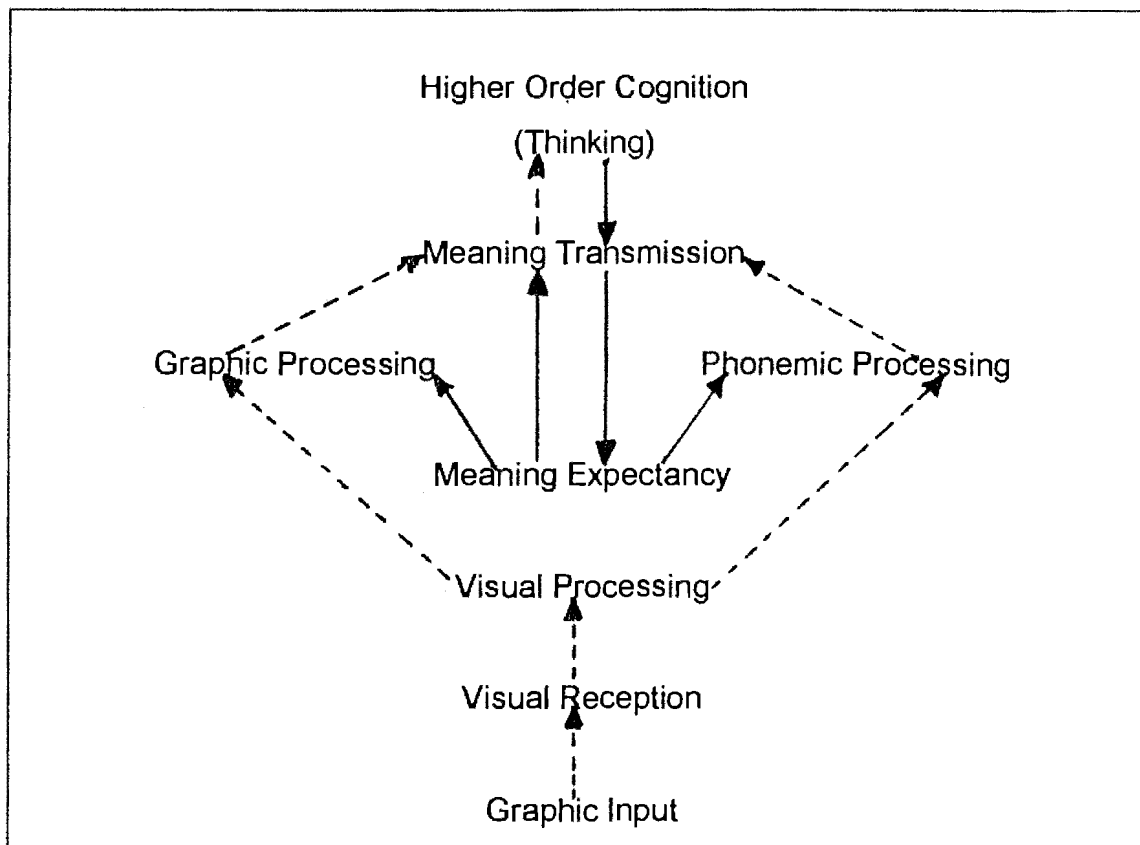
#### 2.4.2.3 *Interactive processing model*

The interactive model of Rumelhart (1985) is cited by Harris and Sipay (1990:14). In this model, it is postulated that both bottom-up and top-down processing is required for successful reading. The reader draws upon four knowledge sources, orthographic or phonics (knowledge of letters, sounds and spelling patterns), lexical (knowledge of words), syntactic (knowledge of sentence patterns) and semantic knowledge (knowledge of meaning), to construct meaning. It is an interactive theory because the processes act simultaneously and interdependently. When words can be read correctly and spontaneously, comprehension is facilitated. On the other hand, successful comprehension expedites successful word recognition (Harris & Sipay 1990:13,14; Clark 1988:5; Rubin 1996:12)



The interactive model as proposed by Richardson and DiBenedetto (Richardson 1996:281) is used to illustrate the interaction of the top-down (via solid arrows) and bottom-up processes (via dashed arrows) in word recognition. Thereafter, a detailed description of each stage is given.

Table 1 An interactive processing model



(a) *Graphic input*

This is the information in the form of the written word, the sources of which are numerous, for example books, magazines, signs, menus, forms (registration, application to name a few). Factors such as font type, size and

style, lighting and distance can be controlled for purposes of instruction (cf. 2.5.1.2 (a)).

(b) *Visual reception*

The eyes are strategic in registering visual information. The graphic information, in the form of light patterns pass from the lens of the eye to the retina and is encoded as neural impulses and transmitted to the occipital lobe via the optic nerve (cf. 2.5.1.2 (c)).

(c) *Visual processing*

The information is recognised as visual linguistic information and transmitted accordingly to the language centre in the parietal lobe.

The information must now be translated into specific words or phrases. According to Richardson (1996:282), there are only two known means of processing and they are, graphic and phonemic (cf. 2.5.1.2 (c)).

(d) *Graphic processing*

Graphic processing takes place when words or phrases are recognised immediately. When recognition is dependent on letters and letter patterns being decoded, that is, the graphemes need to be matched to the phonemes, phonemic processing is evident. Klein (1996:353,344) refers to this as the 'dual route' model. The immediate recognition of words or phrases is referred to as the lexical route, as these are familiar words which form part of the reader's lexicon or mental dictionary. The non-lexical route accommodates the phonemic processing of words to facilitate recognition. These are mostly unfamiliar words and therefore they need to be worked out. Although grapheme phoneme information is always present during graphic processing, it is not necessary to practically implement it (cf. 2.5.1.2 (c)).

(e) *Phonemic processing*

Phonemic processing is necessary when words are not instantly identified and therefore require further processing in the form of decoding. Auditory perceptual processing is prerequisite for successful phonemic processing (cf. 2.5.1.2 (c)).

(f) *Meaning transmission*

Graphic symbols have been seen (visual reception) and transmitted as linguistic information through visual processing. Decisions of what the word must be are made by graphic processing (instant recognition) or by phonemic processing using letter sounds. At this stage an assumption regarding meaning is required now that the word or phrase has been recognised. Up to this point, processing has been bottom-up (graphic and phonemic). With the transmission of meaning to higher-order cognition, top-down processing comes into play (cf. 2.5.1.2 (b); 2.5.2.1 (b); 2.5.2.1(c); 2.5.2.1(d)).

(g) *Higher-order cognition*

The new information is combined with the reader's prior knowledge and the necessary adjustments made to fit the context, if necessary. This information is then sent back and this influences the meaning transmission of new information which has been processed graphemically and phonemically (cf. 2.5.1.2(b); 2.5.1.2 (c); 2.5.1.2(d); 2.5.2.1 (b); 2.5.2.1(c); 2.5.2.1(d)).

(h) *Meaning expectancy*

The speed and accuracy of graphic and phonemic processing is largely controlled by meaning expectancy. Prior knowledge is a critical element for meaning expectancy. From this model it is clearly evident that readers need

to maintain a balance between word recognition (graphic and phonemic processing) and the use of meaning (meaning expectancy) in learning to read. Comprehending the meaning of the graphic information is the whole aim of reading. Perception is the process which gives meaning to sensations and is evident in graphic and phonemic processing (cf. 2.5.1.2(b); 2.5.1.2 (c); 2.5.1.2(d); 2.5.2.1 (b); 2.5.2.1(c); 2.5.2.1(d)).

In terms of the information processing model (cf. 2.4.1), visual reception and processing take place in the sensory store (cf. 2.4.1.1 (a)), grapheme and phoneme processing in the working memory (cf. 2.4.1.1 (b)), and meaning transmission, higher order cognition and meaning expectancy in the LTM (cf. 2.4.1.1.(c)). The control or strategy (cf. 2.4.1.2) and executive components (cf. 2.4.1.3), are responsible for the processing thereof.

Previous mention (cf. 2.1) was made of the fact that the whole group had no difficulty recognising the words, yet there were several discrepancies when it came to comprehension. These were early indications that there is more than one component of reading for meaning to be fully understood.

## **2.5 THE COMPONENTS OF READING**

Two components of reading emerge as, in order to convey the author's message which is recorded symbolically in words, words must be recognised and comprehended. Word recognition and comprehension are thus the main components of reading.

Table 2 The components of reading

<b>READING</b>	
<b>WORD RECOGNITION</b>	<b>COMPREHENSION</b>

### 2.5.1 Word recognition

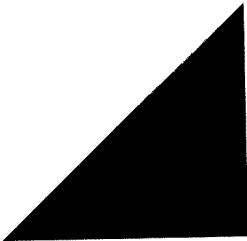
Words which are recognised immediately, are sight words and form part of the readers' sight vocabulary, but irrespective of how skilled a reader is, unfamiliar words will always be encountered. These words require decoding, a process which is defined by Carnine, Silbert and Kameenui (1990:34) as "translating printed words into a representation similar to oral language."

Decoding and comprehension will be described in terms of Carnine et al.'s (1990:35-37) classification into units, knowledge base, processing skills, and strategic knowledge.

The units refer to the textual information. The knowledge base is the store of knowledge about one's self and the world (cf. 2.4.1.1 (c)). Everything learned, be it formally or informally, including facts and values is organised by the concepts, images or relations that have been acquired. This prior knowledge in the knowledge base is a frame of reference for cognitive processing of new information. Processing is facilitated by the individual's knowledge of strategies.

#### 2.5.1.1 *Sight words*

Sight words are categorised into three groups: 'high potency', high frequency function words and content words. 'High potency' word consist of names (own and family as well as word with considerable contextual support as in 'McDonalds / Pick 'n Pay / Checkers'). These words are easily recognisable and provide many opportunities for positive reinforcement. 'The, of and but' are examples of high frequency function words. Many of the high frequency function words are similar in configuration (here, there ,where) and non-conforming in so far as decoding rules are concerned. This can be a source of difficulty. Content words are those words already in the reader's listening



and speaking vocabularies and comprise the greater part of the sight vocabulary. Some content words may have not been recognised automatically but having been decoded and successfully applied frequently, become part of the sight vocabulary (Lipson & Wixson 1991:47,48). The categorisation of sight words is recorded in tabular form.

Table 3 The components of word recognition: sight words

READING	
WORD RECOGNITION	COMPREHENSION
<b>Sight words</b> High potency, high frequency functional, content	

#### 2.5.1.2 *Decoding*

##### (a) *Units*

The units for decoding are individual letters (graphemes), sounds of letters (phonemes), words, phrases, sentences, passages, letter combinations and syllables.

##### (b) *Knowledge base*

The knowledge base contains prior knowledge. From the description of the interactive model (cf. 2.4.2.3)) it is evident that all levels of processing are used concurrently, any one source of meaning can be dominant as inclined, sources of information are interdependent and available for the reader to discern, not necessarily sequentially. The components of written language are the grapho-phonetic, semantic and syntactic systems. The grapho-phonetic

and the semantic systems are interrelated through the syntactic system, with syntactical rules facilitating the communication of meaning through the grapho-phonetic system (Dechant 1991:27,96). These systems are sources of meaning. Grapho-phonetic knowledge is the knowledge about sounds (phonemes) of the letters (graphemes) and rules regulating their combinations to make words. Words can be analysed into their smallest units of meaning or morphemes (for example, i-den-ti-fy). This is morphemic knowledge. Words also have orthographic structure in that graphemes are sequentially arranged. Orthographic knowledge involves the ability to use phonological codes to decode, make spelling to sound correspondences and grapheme-phoneme conversions. Language is systematic requiring order and this is provided by syntax which refers to the orderly arrangement of words and sentences, the rule structure of the language and the grammar rules of language. Semantics involves meaning and semantic knowledge is the experiential content of sentences and paragraphs. It incorporates lexical knowledge which is the knowledge of word meanings and meaning is dependent upon experience. Pragmatics is concerned with the practical aspect of language in that it is the knowledge of its requirements and attributes, for example, how and when to engage in conversation, turn-taking, convey the aim of the conversation and respond appropriately (Dechant 1991: 27,28; Harris & Sipay 1990:19,20; Lipkin 1996:192,193).

(c) *Processing*

Decoding processing skills comprise phonic analysis and synthesis, structural analysis and synthesis and contextual analysis. A prerequisite for successful phonic analysis and synthesis of words, is the ability to match graphemes and phonemes. Analysis involves breaking words into the units and synthesis requires the blending of the sounds to form words (Rubin 1996:276; Lipson & Wixson 1991:49,50).

Structural (or morphemic) analysis and synthesis entails words being analysed into morphemes, affixes prefixes, suffixes, derivative roots, bases, stems or compounds and synthesised to establish meaning and pronunciation (Nagy, Osborn, Winsor & O'Flahavan 1994:47,48). Structural analysis and synthesis is frequently used in combination with phonic analysis as once the root of the word has been identified, the word can be phonetically analysed and synthesised (Rubin 1996:277). Clues from the text, such as, definitions, examples, comparisons, contrasts and explanations, expedite contextual analysis as a decoding process for unfamiliar words. Clues may become apparent when the reader reads on in the text (Lipson & Wixson 1991:48,49).

(d) *Strategic knowledge*

Strategic knowledge comprises a knowledge of strategies to monitor the reading process and make the necessary modifications. This is necessary because every reading task differs in its aim, social context, requirements and skills of the reader. In so far as decoding is concerned, strategies to retrieve and recall decoding knowledge from the long term memory, apply the skills and modify accordingly, must be employed (Carnine, Silbert & Kameenui 1990:36,37).

Prior to a description of the second component , comprehension, the above information is tabulated.



Table 4 The components of word recognition

READING		
WORD RECOGNITION		COMPREHENSION
<b>Sight words</b>  High potency, High frequency functional, Content	<b>Decoding</b>  Units Knowledge base Processes Strategic knowledge	
<b>Units</b> Sounds, words, phrases sentences passage, letter combinations, syllables <b>Knowledge Base</b> Prior knowledge Knowledge to make sense of words and logical connections between text and the reader's experience Advanced stages of reading: phonic, semantic, syntactic, background, knowledge of strategies <b>Processing Skills</b> <i>Phonic analysis and synthesis</i> (vowels, consonants, letter combinations, syllables, rhyme, sight reading) <i>Structural analysis and synthesis</i> (multisyllabic, root words, prefixes, suffixes, combining forms <i>Contextual</i> (syntax and semantics)  <b>Strategic Knowledge</b> Making adjustments during reading Process factors: purpose of reading reader's skill level, social context, reading task requirements, metacognition		

### **2.5.2 Comprehension**

Recognising words is not reading, as words in themselves, do not contain meaning. Research findings over the recent decades clearly show, according to Cooper (1990:461) that reading comprehension is a constructive process requiring interaction between the reader, the text and the context. The interaction presupposes the reader's prior knowledge, the text and the context in which reading takes place. The reader provides meaning through the processing of the symbolic system and coordinating it with prior knowledge and conceptual structures. The definition of reading comprehension proposed by Maria (1990:14) is used for this thesis.

“Reading comprehension is the holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text , i.e., word recognition ability, world knowledge, and the knowledge of linguistic conventions; (2) the reader's interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read”.

The three factors affecting reading comprehension, the reader, the text and the context, will form the point of departure for the description of reading comprehension. These factors are tabulated.

Table 5 The components of comprehension

READING		
WORD RECOGNITION		COMPREHENSION
<b>Sight words</b>  High potency, High frequency Functional, Content	<b>Decoding</b>  Units knowledge base processes strategic knowledge	<b>Reader , text and context</b>  <b>Units</b> <b>Knowledge base</b> <b>Processes</b> <b>strategic knowledge</b>
<b>Units</b> Sounds, words, phrases sentences Passage, letter combinations, syllables <b>Knowledge Base</b> Prior knowledge Knowledge to make sense of words and logical connections between text and the reader's experience Advanced stages of reading: phonic, semantic, syntactic, background, Knowledge of strategies <b>Processing Skills</b> <i>Phonic analysis and synthesis</i> (vowels, consonants, letter combinations, syllables, rhyme, sight reading) <i>Structural analysis and synthesis</i> (multisyllabic, root words, prefixes, suffixes, combining forms <i>Contextual</i> (syntax and semantics) <b>Strategic Knowledge</b> Making adjustments during reading process factors: purpose of reading reader's skill level, social context, reading task requirements, reader's ability to monitor ongoing reading and comprehension process metacognition		

The comprehension elements are explained in terms of units knowledge base, processes and strategic knowledge.

#### 2.5.2.1 *Comprehension elements*

##### (a) *Units*

Humans use language to satisfy the social need to understand others and in turn, be understood by them. Language manifests in two forms: spoken and written, with an expressive and receptive facet to each. Spoken language comprises speaking and listening and written language includes writing (as in authorship) and reading. Thoughts are expressed through words, phrases and sentences. That readers see that written language is the written form of speech is critical to the understanding of the reading process (Harris & Sipay 1990:18). From the description of reading as information processing, it is evident that reading involves far more than recognising and identifying symbols, message reconstruction is required. Textual information to be comprehended ranges from single words to entire passages comprising phrases, clauses, sentences and short passages. Disparate discourse and text genres also constitute written language (Kamhi 1997:64).

##### (b) *Knowledge base*

For Readance et al. (1992:35) "A student's existing knowledge of a topic constitutes one of the most important factors in reading comprehension". The knowledge base consists of this prior knowledge which Cooper (1990:113,114) suggests is categorised into overall prior knowledge and text-specific or topic-specific prior knowledge. Overall prior knowledge is based on experiential knowledge within and without the school context. Text-specific or topic-specific prior knowledge is that knowledge which is peculiar

to the theme or experience at hand. Knowledge about the text and the topic are seen to be critical elements in reading comprehension.

The schema theory of Bartlett (1932) and Rumelhart (1980) furthers the understanding of the critical role of prior knowledge in reading comprehension. The assertion of the schema theory is that "individuals understand what they read as it relates to what they already know" (Cooper 1990:110,111). Therefore comprehension is facilitated when the schemata of the author and the reader are in accordance. The schema theory is a theory of knowledge which endeavours to explain how learning takes place and the information then stored and remembered. The theory infers that knowledge is stored in units termed, schemata. They are arranged hierarchically in networks and provide the structure required to connect meaning to text. Each schema (plural) contains a synopsis of one's knowledge about concepts and the interrelationship between items of information. As new information comes in, existing schemata are modified by having it added, or new schema are created (Harris & Sipay 1990:556, 559; Maria 1990:85).

There is a distinct correlation between vocabulary knowledge and comprehension (Cooper 1990:193). Two vocabularies, recognition vocabulary and meaning vocabulary develop simultaneously as readers learn to read and write. The recognition vocabulary consists of words which can be read orally or pronounced. The meaning vocabulary contains words which are utilised because their meaning is understood. The extent of one's vocabulary is a very good indicator of one's knowledge and concepts in a certain sphere (Cooper 1990:192).

### (c) *Processing*

Processing is expedited by the degree of meaningfulness to the reader (Dechant 1991:85,86; Readance et al. 1992:34). There are levels of text

understanding and the original categories thereof, typified by Pearson and Johnson (1978) have been adapted by Readance et al. (1992:146) as follows: 'text explicit', 'text implicit' and 'experience based'. When the answer is right there in the text and all the reader has to do is read the lines is text explicit. When the answer is in the text but thought on the part of the reader is also required in order to read between the lines, the level is text implicit. In order to generate answers in so far as questions requiring experienced based answers, the reader reads beyond the lines as prior knowledge is required as are inferences.

Structural factors facilitate organisation and understanding. Titles, headings, subtitles and subheadings, the different conventions of print (capitals, italic, bold) diagrams, and questions all contribute to this organisation (Lipson & Wixson 1991:20). Comprehension is expedited when the reader understands the text structure and uses the textual information as a frame of reference by relating incoming information to existing information in memory (Cooper 1990:13,14). Structural components in the form of word order, grammatical morphemes, relative pronouns, conjunctions and anaphora, are necessary for successful comprehension. In order to be meaningful, the text must make sense and this is referred to as the cohesion of the text. Cohesion is facilitated when the text is considerate (Armbruster 1984) and it is evident when the text is well structured and coherent both locally and globally. When various basic ties to cohere ideas within and between sentences are used, the text is locally coherent and when concepts are integrated, the text is globally coherent (Kamhi 1997:64,65).

Story grammar or story schema is the conceptual outline of stories on a high level of abstraction. It sets expectations, schemata are internalised and used for organisation of what is heard and read, available for recall and remember.

(d) *Strategic knowledge*

Skilled readers recognise words, utilise the context to infer new meanings, identify relevant textual information, integrate new information with prior knowledge and practically implement strategies which facilitate learning and recall of information. Skilled readers also express their thoughts in writing (Lipson & Wixson 1991:47). As readers read, they need to constantly monitor whether they are understanding and making sense of the text. Adjustments need to be made to maintain a condition which is conducive to the construction of meaning. Moore, Reith and Ebeling (1993:4) cite the assertion of Paris and Winograd (1990) that metacognition has two aspects, self appraisal and self management. The self appraisal aspect requires that the learners know what they know, how they think and how to practically implement knowledge and strategies. Self management is the regulatory aspect of metacognition. Learners must integrate cognitive facets of learning which are evident in their planning, monitoring and modification of cognitive actions regarding learning. Metacomprehension is the word used when referring to the knowledge and control readers have over their cognitive processes during reading. This includes knowledge about the reading process and assignments, self knowledge as a reader and strategic knowledge (Maria cited by Lategan 1994:63).

Additional examples of reading strategies to facilitate reading performance are listed. Rehearsal strategies such as verbal repetition, rereading parts of the text, taking notes or underlining, facilitate the retention of new information in order to implement elaboration, organisation and monitoring strategies.

Elaboration entails expanding textual information to enhance meaning, linking new to existing information in an organised way using imagery, paraphrasing, summarising, analogies and clarification. Organisational strategies in the form of categorising, time line and chunking make for easier understanding.

Monitoring can take the form of self-questioning, paraphrasing, summarising, relating details to main ideas and confirming predictions. Reasoning and synthesis are examples of constructive strategies which expedite the construction of meaning from several sources or inadequate or ambiguous text. Affective strategies in the form of positive self-talk to reduce anxiety, finding a quiet place to study, or establishing and maintaining a study schedule, promote conditions conducive to easier understanding and learning (Harris & Sipay 1990:621-623).

For clarity, the features of reading comprehension are tabled.



Table 6 The features of reading comprehension

READING	
WORD RECOGNITION	COMPREHENSION
<p><b>Sight words</b></p> <p>High potency, High frequency Functional, Content</p> <p><b>Decoding</b></p> <p>Units Knowledge base Processes Strategic knowledge</p> <p><b>Units</b></p> <p>Sounds, words, phrases sentences passage, letter combinations, syllables</p> <p><b>Knowledge Base</b></p> <p>Prior knowledge Knowledge to make sense of words and logical connections between text and the reader's experience Advanced stages of reading: phonic, semantic, syntactic, background, knowledge of strategies</p> <p><b>Processing Skills</b></p> <p><i>Phonic analysis and synthesis</i> (vowels, consonants, letter combinations, syllables, rhyme, sight reading)</p> <p><i>Structural analysis and synthesis</i> (multisyllabic, root words, prefixes, suffixes, combining forms <i>Contextual</i> (syntax and semantics)</p> <p><b>Strategic Knowledge</b></p> <p>Making adjustments during reading process factors: purpose of reading reader's skill level, social context, reading task requirements, metacognition</p>	<p><b>Reader , text and context</b></p> <p>Units knowledge base processes strategic knowledge</p> <p><b>Units</b></p> <p>Hierarchy – single words to entire passages via phrases, sentences, short passages Narrative and expository text</p> <p><b>Knowledge Base</b></p> <p>Prior knowledge: Experiential Text/topic Specific Schema Vocabulary: Recognition Meaning</p> <p><b>Processing Skills</b></p> <p>Identifying specific information Summarising Simplifying syntactic and semantic information Critical reading, study skills Textually explicit and implicit experience based comprehension Story grammar</p> <p><b>Strategic Knowledge</b></p> <p>Monitoring, adjusting, evaluating units Knowledge based related to understand text metacomprehension Strategies</p>

Reading comprehension has been defined (cf. 2.5.2) as the holistic process of constructing meaning through the interaction of the reader's knowledge and interpretation of the text as well as the context in which the reading takes place. The reader, the text and the context, warrant further description.

### **2.5.3 The reader**

#### **2.5.3.1 *Knowledge of the reader***

In order to construct meaning and understand the text fully, the reader is required to be able to recognise words interactively with knowledge. Word recognition and decoding is detailed (cf. 2.5.1; 2.5.1.1; 2.5.1.2 (a) (b) (c) (d)). Knowledge is a broad term and for the purposes of this thesis, is recorded as knowledge base (cf. 2.5.1.2 (b); 2.5.2.1 (b)) wherein prior knowledge is described in terms of experiential knowledge, text or topic specific knowledge, schema theory and vocabulary. Vocabulary is further categorised as recognition and meaning. Processing and strategic knowledge (cf. 2.5.2.1 (c) (d)) also form part of the reader's knowledge.

#### **2.5.3.2 *Attitudes and motivation***

Attitudes play a major role in reading performance. Whether readers practically implement skills knowledge is dependent on whether they are interested in the reading matter, prepared to spend time and effort, take risks and see themselves as proficient readers. Research affirms the critical influence of attitudes, self perceptions and interest on reading. Successful readers are more positive than readers who experience difficulties. Positive attitudes and self perceptions create a sense of control. When readers

experience repeated reading failures, a lack of control is apparent, which can result in learned helplessness and passivity (Lipson & Wixson 1991:18).

Difficulties with knowledge base, processing, strategies and communication in word recognition and comprehension, may negatively affect the learner's reading performance. Any factor which causes a learning breakdown can be perceived as a barrier to learning as it is preventing learning from taking place.

#### *2.5.3.3 Reading deficits*

Deficits in the reader's knowledge base, strategy application and processing, may be seen as

##### *(a) Knowledge base*

Deficits in prior knowledge as in grapho-phonetic, semantic, syntactic and topic-specific knowledge, may affect the ability of the reader to construct meaning. Reading is a language process therefore communication difficulties will negatively affect reading performance. Word retrieval may affect word recognition, syntactic difficulties restrict the use of grammatical patterns essential for predicting and semantic deficits may affect reading comprehension (cf. 2.5.1.2 (b); 2.5.2.2 (b)).

##### *(b) Processing*

The processing of grapho-phonetic information is dependent of auditory and visual perception. Letter and word reversals, sound confusion, inadequate phonic analysis and synthesis, a lack of phonemic awareness and memory and sequencing deficits, will restrict efficient processing (cf. 2.5.1.2 (c); 2.5.2.2 (c)).

(c) *Strategies*

The lack of metacognition (cf. 2.4.1.3; 2.5.2.1(d)) and metacomprehension (cf. 2.5.2.1(d)) will prevent readers from monitoring, evaluating and regulating their reading performance through the use strategies.

(d) *Word recognition*

The ability to recognise words efficiently will be affected when learners experience difficulty with the following:

- Identification of graphemes and phonemes.
- Grapheme –phoneme matching.
- Phonic analysis.
- Phonic synthesis.
- Segmenting into syllables.
- Sight vocabulary development.
- Strategies for word identification (visual configuration, picture clues, semantic clues, syntactic clues, structural analysis, phonic analysis and syllabication).

Word recognition deficits may influence fluency and expression and this will be evident by the following:

- Staccato, disconnected reading.
- Slow tempo.
- Attention mainly to word identification.
- Reading without expression.

(e) *Comprehension*

Reading comprehension may be affected when difficulty is experienced with the following:

- Visualisation.
- Identification of the main idea.
- Summarisation.
- Detail recall.
- Inferencing.
- Word meanings.
- Perceiving cause and effect relationships.
- Sequencing.
- Drawing conclusions.
- Information application.
- Making predictions.
- Word recognition (all the energy is used to decode).
- Comprehending 'referential language'.
- Monitoring for meaning.
- Inappropriate use of prior knowledge (Alberta Education 1996:22-23).

The reader factors are tabulated.

Table 7 The reader factors

READING		
WORD RECOGNITION		COMPREHENSION
<b>Sight words</b> High potency, High frequency Functional, Content	<b>Decoding</b> Units Knowledge base Processes strategic knowledge	<b>Reader , text and context</b> Units knowledge base processes strategic knowledge  <b>Reader</b> <b>Word recognition &amp; decoding</b> <b>Knowledge of the reader</b> <b>Experiential</b> <b>Text/topic specific</b> <b>Schema</b> <b>Processing</b> <b>Strategic</b> <b>Vocabulary</b> <b>Recognition</b> <b>Meaning</b>  <b>Attitudes and motivation</b>

#### 2.5.4 The Text

The types of text and instructional materials and tasks are explained.

##### 2.5.4.1 Types of text

There are two types of text, narrative and expository. Narratives are stories which follow a story line, each structured according to a beginning, middle and end. Each story has a theme and plot and consists of episodes. The theme may be explicitly stated or readers may be expected to infer the plot in

the organisational pattern of the story. There may be several episodes within a story and these in turn are organised according to characters, setting (place and time), problem (situation/s), action (happenings consequent to the problem), and the outcome or resolution (Cooper 1990:115,116). Examples of the narrative genres are recounts, eventcasts and accounts. A recount is the report by a child to another adult about an event or experience which the child has shared with an adult. The adult is able to provide scaffolding through questioning. Eventcasting is relating about what is actually happening or being done and it presupposes talking aloud to oneself. Accounts entail the relation of stories about personal experiences to listeners who are unacquainted with the event. Scaffolding by the adult is thus not possible (Westby 1992:4,5).

Expository text on the other hand is factual information arranged around main ideas. It is found in text books, informational books, newspapers and magazines and is not as easily read as narrative. Five structural patterns are apparent in description, collection, causation, response and comparison. In the category of description, topic characteristics are described. No clues are provided so the reader has to use their own strategies to denote the details and main ideas. Lists and sequences of connecting ideas requiring inference form the collection category. Cause and effect relationships may be explicitly stated or insinuated. These are prevalent in science, social studies and maths as are responses in the form of solutions, answers or replies, which are required when dealing with problems, questions and remarks. Concepts in social studies and science texts can be compared to identify similarities and differences using the terminology, similes, unlike, resemble, different from and same as.

#### 2.5.4.2 *Instructional materials and tasks*

Reading experiences need to be authentic and include all genres of print, providing practice for the implementation of strategies. A variety of instructional materials and tasks is available. Prose selections include basal readers, textbooks, children's magazines, reference books, library books, class and group readers as well as the learners' own writing. Secondly, there are commercial reading programmes and plans, which invariably prescribe the reading content and method of instruction. Instructional tasks and practice activities should be related to reading and be relevant and meaningful. A fourth source of materials is in computers and related activities (Lipson & Wixson 1991:61). The following table includes the textual factors.



Table 8 The textual components

READING		
WORD RECOGNITION		COMPREHENSION
<b>Sight words</b> High potency, High frequency Functional, Content	<b>Decoding</b> Units Knowledge base Processes strategic knowledge	<b>Reader , text and context</b> Units knowledge base processes strategic knowledge  <i>Reader</i> Word recognition & decoding Reader knowledge Attitudes and motivation  <b>Text</b>  <b>Narrative</b> <b>Expository</b> <b>Instructional materials</b>

### 2.5.5 The context

The context is described in terms of the setting and instructional context.

#### 2.5.5.1 The setting

Environmental responsiveness to learners' needs or accommodation, involves the acceptance that learners have their own interests and needs and teachers must take these into consideration when creating personal learning environments. This can be done in two ways; by accommodating their conceptual needs and beliefs and their instructional needs and beliefs.

In so far as conceptual needs and beliefs are concerned, all learners enter the classroom with prior knowledge requiring accommodation and extension. In order for conceptual change to take place, learners need time, opportunities to interact and implement strategies such as predicting, testing and confirming. Challenge and support in a positive environment are the operative words to effectively accommodate the learners' instructional needs, as well as a sensitivity to the learners' knowledge, thoughts, speech and learning. Learning involves conceptual change through knowledge construction, so instructional responsiveness should reflect this. The aim should be for success, by concentrating on what learners can do. This can be reflected by the focus of attention, teaching methods used and the questions asked (Rasinski & Padak 1996:15-20). Questions of a teacher when referring to 'at risk' learners are cited by Rasinski and Padak (1996:15). The teacher states "I no longer focus on what's wrong with the child, I ask, "What does the child know?"; "What can the child do?" "How can I adjust my teaching to support to support the student's learning?" The focus is on the instructional programme, strategies and materials.

The sociocultural components of the context in the form of the learners' community and culture, have according to Lipson and Wixson (1991:57), "a central sometimes critical influence on reading achievement." Active participation, shared responsibility, cooperative interaction and common interest analysis are the ingredients for a community of learners. A classroom environment in which the goal is mastery learning, tends to create competition and insecurity at the expense of cooperation. This is also exacerbated if reading is evaluated according to the achievement of scores, the number of books read or any other quantitative measures, as opposed to attention being focused on the reading process, learner responses and reading matter. In communities of learners, prominence is given to choices. Learners choose their reading matter, how they react and the modus

operandi (group work or individual). In addition, learners need time to read and write for relevant, interesting goals (Rasinski & Padak 1996:20,21,22).

The physical environment also needs to be conducive to learning, with the arrangement of desks echoing the teacher's beliefs regarding the process of learning being interactive, cooperative and a shared responsibility (Rasinski & Padak 1996:26). The availability of print characterises a literate environment. There should be as much relevant and meaningful print as possible. These can be in the form of textual material (books, newspapers, magazines, directories, to name a few examples), charts, learner's work, labels, interest tables poetry, songs and many more. Reading 'corners' with comfortable cushions, writing tables with writing materials for drafting, editing and proof reading and computers should also be available.

#### 2.5.5.2 *The instructional context*

Instructional routines which are consistent and which include opportunities to learn to read and to read to learn, are essential as is an holistic approach with a meaning emphasis. Teachers' beliefs of the learning process are reflected in the type of teaching model used. Teachers using a transactional model, regard themselves as facilitators of a heterogeneous group, working at their own tempo and level. Learning is viewed as the construction of knowledge and reading as a construction of meaning dependant on several sources (syntactic, semantic, prior knowledge and visual and graphophonic (cf. 2.5.1.2 (b)). The curriculum is flexible, thinking is creative and critical and the approach, holistic. For teachers of the transmission model, teaching is direct and controlled with mastery learning as a goal. Correct answers are taken as affirmation that learning has taken place. Teaching is fragmented, building on an hierarchy of skills (Weaver 1990:9; Rasinski & Padak 1996:16; Ministry of Education 1996:25). The contextual components are tabulated as follows.

Table 9 The contextual components

READING		
WORD RECOGNITION		COMPREHENSION
<b>Sight words</b> High potency, High frequency Functional, Content	<b>Decoding</b> Units Knowledge base Processes Strategic knowledge	<b>Reader , text and context</b> Units knowledge base processes strategic knowledge <i>Reader</i> Word recognition & decoding Knowledge of the reader Attitudes and motivation <i>Text</i> Narrative Expository Instructional materials <b>Context</b> <b>Setting</b> <b>Instructional</b>

Reading is a dynamic process and from the above description it is evident that performance may be affected by any factors within the reader, the text and the context. However, until recently, deficit driven models tended to see the reader as having a reading disability.

## 2.6 READING DISABILITY

An ability is defined as a “physical or mental power or faculty” which has developed progressively, facilitating one to efficiently manage the environment (Van Den Aardweg & Van Den Aardweg 1988:5). Limitations to

do this would result in a disability. In so far as reading is concerned, an individual is perceived as having a disability when reading performance is constrained for some reason. The causes of reading disability have until recently focused on the reader. Lipson and Wixson (1991:23-25) refer to the medical and psychoeducational models which were clearly deficit driven in the search for causes. For the medical model, neurological and developmental causes were postulated and learners were directed to special education. The psychoeducational model which was the domain of psychologists and reading specialists, enjoyed supremacy for four decades in different modes. Either developmental factors, lack of various subskills or information processing were seen as causative factors.

When readers are seen to be the source of the reading disability as in the medical and psychoeducational models, the factors presumed to be the causes thereof, are alluded to as correlates of reading disability (Lipson & Wixson 1991:26). The reason given for this appellation is because they "correlate with reading performance". Correlates of reading disability relate to the physical, cognitive, language, social and emotional development of learners. Physical development includes the sensory faculties of hearing, vision, speech and general health and maturation. Hearing losses vary and can be permanent or temporary (as in recurring ear infections). Visual impairments also vary as in far sightedness, short sightedness and astigmatism. Poor health may be due to chronic illness and the lack of basic needs regarding nutrition, sleep and protection. Cognitive development includes intelligence, information processing (cf. 2.4.1) attention and perception (cf. 2.4.1.1 (a)) and memory (cf. 2.4.1.1 (b) (c)). Learners must possess the intelligence to read. There is no consensus on a single definition of intelligence, but it is the practical implementation of the intellect which Van Den Aardweg and Van Den Aardweg (1988:117) define as the sum of the faculties of the mind, including perception, insight, memory, knowledge, experience and imagination. Intelligence facilitates the cognitive

activities of thinking, knowing, perceiving, reasoning and problem solving. The perception of language has undergone several paradigm shifts (cf. 2.2) resulting in changes of emphasis from vocabulary and articulation to syntax, to semantics, then pragmatics and finally, discourse. There are two forms of language, spoken and written and each comprises an expressive and receptive facet. Language consists of four components, phonology, morphology, syntax and semantics (cf. 2.5.1.2 (b)(c); 2.5.2.2 (b)(c)). Linguistic knowledge is crucial to language development and will be affected by a lack of knowledge regarding the structure of language, its communicative function and word knowledge. Attitudes and motivation (cf. 2.5.3.2) will be affected by the learners' social and emotional development. Critical components of social and emotional development according to Van Kraayenoord and Elkins (1998:146,147) are the self concept and social interaction. The self concept (which can be general or academic) refers to how individuals perceive themselves physically, socially and intellectually. Learners experiencing difficulties have a negative self concept. To be able to socially interact appropriately is important for the formation and sustenance of friendships. Lipson and Wixson (1991:31) note that learners who are preoccupied with social and emotional problems may experience attention and concentration difficulties.

However, with the recognition that reading comprehension is dependent on the interaction of the reader, the text and the context in reading, it is necessary to focus on all three components and not only the reader. The interactive paradigm (cf. 3.2.1) has moved away from the psycho-medical paradigm (cf. 3.2.1) which only focuses on learner inadequacies. In the light of this, the proposal by Lipson and Wixson (1991:38), that rather than only considering an interactive model for reading *ability*, that one be considered for reading *disability* too, is viable. Two advantages for this are postulated. Firstly, a comprehensible view of reading disability should improve instruction (cf. 3.2.1). Secondly, while still explaining reading deficits, alternative areas

for investigation can be advanced, thus acknowledging recent theoretical and empirical evidence. What needs to be done is to *match the reader, the text and the context*. This facilitates a move away from viewing reading as a “set of fixed abilities and disabilities,” and therefore dispenses with the need to diagnose disabilities (Lipson & Wixson 1991:40). Focusing on abilities would also be conducive to proactivity in the prevention of barriers to learning (cf. 1.2.8).

This line of thinking is conducive to the preference of the Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) for the use of the term *learners who experience barriers to learning and development* (cf. 1.2.8). Special needs in education are “the needs of an individual person or the system which should be addressed” (Landsberg & Burden 1999:4,5). Continuing, the authors note that the causes of these special needs are “barriers within the person himself or herself, the curriculum, the centre of learning (eg school), the education system, and the broader social context”. Disabilities are categorised as “permanent barriers” but intervention can be empowering. Causes of barriers particularly relevant to reading would be socioeconomic barriers, an inflexible curriculum, language and communication, inappropriate and inadequate provision of support services and disability (Landsberg & Burden 1999:6,7). Socioeconomic barriers in the form of a lack of access to basic services and poverty and underdevelopment will have a pervasive effect. The lack of stimulation and experience results in limited experiential backgrounds, underdeveloped language and prior knowledge. Inappropriate and inadequate provision of support services and an inflexible curriculum embrace instruction which does not accommodate the diverse needs of all learners in the class, incompetent teaching due to poor training and an irrelevant curriculum. The inadequate provision of materials and equipment will play a role especially if learners are expected to read inappropriate text or the assistive devices which facilitate reading, are

lacking. Inflexible and inappropriate measures of assessment contribute significantly to learning breakdown (Report of NCSNET & NCESS 1997:16). As such the textual (cf. 2.5.4) and contextual factors (cf. 2.5.5) would be included. Language and communication is applicable to reading as many of the learners are not learning in their mother tongue. For many learners, their medium of instruction is a second or third language. Severe disabilities such as intellectual impairment, severe autism and sensory deficits may negatively affect the ability to read.

To summarise, in assessing reading, the focus has been taken off the reader to include the additional components of the text and the context. The interactive paradigm (cf. 3.2.1) which is basic to an inclusionary approach focuses on the classroom context, requiring adaptations and modifications to be made to accommodate diversity. This in turn necessitates an assessment of the needs and abilities of the learners. A model of *ability* is thus the point of departure as opposed to one of disability. It is for this reason that the disabling factors are not described. The focus is also on the barriers to learning and development and finding ways of preventing or eliminating them.

A prerequisite for a well constructed reading programme is the determination of explicit objectives. These are influenced by the three types of reading; developmental, functional and recreational.

## **2.7 OBJECTIVES OF READING**

Reading is developmental, when learners are learning to read and the aim is to improved reading skills and strategies for decoding and comprehension. The aim of functional reading is to gain information and in doing so, reading to learn. Recreational reading aims for reading to be a pleasure, delight and enhancement.





The three different types of reading are expressed as general outcomes in Appendix A. The general outcomes can be further analysed into specific outcomes. Ideally, these three different types of reading should be integrated into a balanced programme, due to their overlapping nature. However, depending upon the learner's grade, the emphasis of one or other will be greater. As an example, in the foundation phase, all three will be used with the emphasis on developmental reading. In the intermediate phase, the emphasis will be on functional reading (Harris & Sipay 1990:95-98).

## 2.8 CONCLUSION

Referring back to the little reading scenario mentioned in the introduction (cf. 2.1) a very significant aspect of reading emerged: reading is dynamic and *performance in reading is inconsistent*, as it is dependent on so many other factors and as such, is an acknowledged part of the reading process.

The teacher concerned had a clear definition of reading as a point of departure, was familiar with the process of reading and the changes in teaching style, and was able to scaffold and facilitate the discussion so that the learners experienced for themselves that meaning is not in the words but what the reader brings to it. So from reading the text, employing strategies, interacting with the others, the group who originally had no idea whatsoever, could fully understand what the articles were all about. They had been successfully facilitated in their zone of proximal development! Had this group been assessed according to existing standardised tests prior to the reading experience, they would have failed miserably. This forces the question: *when reading is viewed from an interactive perspective, how can reasons for reading difficulties be ascribed to the reader alone?* Secondly, had the subject not been cricket, would the 'grouping' have been the same? The following facts need to be considered.

This group was facilitated from an interactive point of departure where prior knowledge is an important condition for reading comprehension. It was affirmed that inferencing is requisite, but one's inferences vary as a result of the many differences in one's prior knowledge and the multiplicity of one's experiences. When readers are able to witness for themselves how the various sources of meaning are used to construct meaning and that information from different parts of the text can be integrated, it makes it so much easier to understand what is required in order to comprehend successfully. An additional requisite for successful comprehension is the ability to practically implement strategies for which procedural and declarative knowledge is required.

The challenge then is to match the reader, text and context through assessment and instruction and this will require ongoing evaluation of the match in order to identify the ideal.

## **CHAPTER 3**

### **INCLUSION**

#### **READING WITHIN INCLUSIVE CONTEXTS**

##### **3.1 INTRODUCTION**

To South Africans, the word inclusion has become more familiar recently, especially in the context of the education of learners with barriers to learning and development. However overseas, it is an accepted way of educating these learners. It is also a concept that is not without much emotional overlay. To schools previously categorised as Specialised Education, it is a major threat because if these learners are to be included in the mainstream, the role of these schools will change. To teachers in the mainstream, it is a source of panic as, they wonder how, without the necessary training and experience, they will cope with these learners with barriers to learning and development. To parents, inclusion is a source of concern because the majority of learners in Specialised Education schools, were in the mainstream in the first place and because they were not coping, were referred to Specialised Education. This chapter focuses on inclusion and the teaching of reading in inclusive contexts, namely Queensland, Australia, Auckland, New Zealand and the United States of America.

While the essence of inclusion may be the same, it means different things to different people. It also varies in accordance with the country in which it is practised, as well as by the intended outcomes. Basic paradigms influence the practical implementation of integration, inclusion and mainstreaming.

## **3.2 BASIC PARADIGMS**

A paradigm is defined as “a broad framework constructed for the purpose of viewing a particular phenomenon... It is more general, inclusive and diagrammatic than a theory” (Van Den Aardweg & Van Den Aardweg 1988:159). From evidence of integration practices in western countries over the last two decades, Vislie (Dyson & Millward 1997:52) draws attention to the fact that there are two paradigms influencing integration. Although reformation is central to both paradigms, the difference lies in what is to be reformed. Countries such as Germany, England and Belgium have perceived integration as the reformation of the special education system as well as the extension thereof through programmes and services into regular schools. However, Denmark, Sweden, Norway and the United States of America have perceived integration as a reformation of mainstream education through procedures which cater for diversity. Vislie adds that more success and conviction is apparent in the latter mentioned countries.

The two competing paradigms, according to Clark, Dyson, Millward and Skidmore (Dyson & Millward 1997:53) are identified as the ‘psycho-medical’ and the ‘interactive’ or ‘organisational’ paradigms.

### **3.2.1 The ‘psycho-medical’ paradigm and the ‘interactive’ paradigm**

In the ‘psycho-medical’ paradigm, the learner is seen to be inadequate and therefore requiring remedial teaching by teachers with the necessary expertise, using a modified curriculum in a segregated system. As the focus is on the inadequacies of the learner, the learner is seen as being accessible and therefore great value is attached to variables which will offer care and protection, such as, academic activities within the learner’s competence

which will eliminate the difficulties, the creation of a safe environment and the modification of the curriculum.

Conversely, the 'interactive' or 'organisational' paradigm, whilst recognising individual differences as being a probable cause of failure, postulates that the mainstream school can be a barrier to learning due to its lack of recognition of and adaptability to, learners with special needs. Therefore the emphasis is on the need for mainstream schools to be restructured to accommodate all needs. In addition, regular teaching must be improved upon and become more comprehensive. Ainscow (Dyson & Millward 1997:54) emphasises the necessity for regular teachers to develop their skills to the point where they can routinely respond to a wide range of individual differences. Learners are also seen as being entitled to socially integrate and share in a common curriculum in a non segregated system. Involvement, availability and equal opportunities are thus valued highly.

In stating that the principle of integration requires the placement of learners to be "non-categorical, demanding that the educational context should match the characters of the individual child", Stangvik (1997:37) clearly affirms the 'interactive', 'organisational' paradigm. As such, integration is seen to require a new school agenda and a redefining of roles, in short, integration pertains to innovation and change.

### **3.3 INTEGRATION**

Innovation and change is also reflected by Pijl, Meijer and Hegarty (1997:1,2,155) in their claim that although integration "reflects the attempts to place pupils with special needs in the mainstream in regular education", integration is not a matter of placement or giving course to pre-set norms. What integration is about is, equipping schools to accommodate diversity and not expecting the learners to have to comply to fit in. Integration is adapting

the regular school curriculum to a learner with special needs. The thread of innovation and change is also evident in the definition of integration proffered by Dyson and Millward (1997:52):

"Integration is not about the relocation of pupils from special to mainstream schools, nor is it about finding ways of replicating special forms of provision within the mainstream. Rather, it is about reforming mainstream schools in ways which make them more responsive to the individual differences of the children within them. And the successful achievement of this reform depends on paradigmatic shifts, not simply at the level of policy and structure, but also at the level of the constructions of special needs undertaken by particular teachers in particular schools".

There are mutual advantages of integration according to Snell (1991: 137,138) in that social skills across all age groups are promoted as are positive relationships and friendships. Exposure also allows for greater understanding of each other facilitating more positive attitudes.

Mainstreaming is a form of integrating learners with special needs. However, the goal of mainstreaming is seen by Phillips, Sapona and Lubic (1995:262) as "fitting the special needs learner to the classroom". This would be clear evidence of an underlying 'psycho-medical' paradigm.

### **3.4 MAINSTREAMING**

Mainstreaming is the educational term that refers to the practice of placing learners with disabilities in general education classes with appropriate instructional support, fulfilling the legal requirement that pupils are placed in the Least Restrictive Environment (LRE) (Osborne & Dimattia 1994:6,7).

The appellation 'mainstreaming' was initially used in the United States and The Education for All Handicapped Children Act PL 94-142, passed by the United States Congress in 1975, was, according to Ashman and Elkins (1998:72,18)

“one of the most significant events to change the nature of education and special education”.

In 1990, PL 94-142 was again ratified as the Individuals with Disabilities Education Act (IDEA) and it is currently being reviewed by the United States Congress. This federal law, which Fuchs and Fuchs (1994/95:22) regard as “our most important federal law for educating students with disabilities” recommends a “free appropriate public education” for all children in the LRE (Rubin 1996:422). The LRE is one which provides for learners with special needs to learn as best they can under their circumstances. The regular classroom where the learners can learn alongside their peers, is advocated as the desired alternative. Social interaction between disabled and nondisabled is thus encouraged. Special support services are required in addition to assist in meeting their needs. Significant stipulations of PL 94-142 in addition to the abovementioned, include an Individualised Educational Program (IEP) for each learner, parental rights to engage in the planning of the IEP, no discrimination of race, culture or disability via assessments and tests, protection of rights and funding (Lewis & Doorlag 1995:12).

Integration of LSEN into the mainstream of education differs according to the needs of the individual. The amount of time spent engaged in the regular class activities varies from full-time placement to part of the school day and activities in which mainstreamed learners take part differ. Some interact basically on a social basis; others are included for both social and classroom instruction. Regarding instruction, many participate in most of the regular class curriculum, but others are mainstreamed only for certain subjects (Lewis & Doorlag 1995:4).

In drawing a contrast between mainstreaming and inclusion, Burden (1995:47-49) refers to the implication of mainstreaming that the learner doesn't meet the required standards and is therefore in need procedures or techniques which will bring the learner up to those standards. Acceptance is not unconditional but

rather a 'pseudo acceptance', as it is influenced by the intensity of the learner's compliance. Learners are regarded as being different, but this diversity will be resolved by the prescriptions of the medics, teachers and therapists in order for them to be able to fulfil the pre-set aims. Graded settings or a 'continuum of options' is available for learners to which they can move as they progress.

For Lewis and Doorlag (1995:11-14) there are advantages for learners, teachers, and specialists in mainstreaming. LSEN are no longer segregated from their peers and all the facilities are available to them. Learners without special needs have the opportunity to socially integrate with those who do. In going for special assistance, labelling is no longer an issue and there is also less stigmatisation as resource teachers or special educators, assist a diversity of learners. The achievement of academic success in the mainstream has been confirmed by research.

For teachers and specialists, greater opportunities are provided for special educators to focus on the needs of the learners as opposed to repeating classroom work and they can attend to more learners. Special educators are able to support classroom teachers as mainstream team members, provide individualised help in the classroom and serve in an advisory capacity.

Conversely, mainstream teachers with limited experience and exposure LSEN may lack the confidence to participate. There may also be a lack of confidence on the part of learners (with and without special needs) and their parents. Financial constraints can limit the required resources and additional assistance necessary in the mainstream classroom.

The terms 'inclusion' and 'mainstreaming' are frequently used as synonyms but the shift towards inclusion requires a radical "philosophical change for educators and administrators" (Phillips et al. 1995:262). The essence of this change would be a move from the psycho-medical paradigm to the interactive



paradigm (cf. 3.2.1). Within the context of inclusion, the call for the restructuring of schools and classrooms and development of teacher skills to accommodate diversity, is a loud one.

### **3.5 INCLUSION**

The relationship between integration and inclusion is a close one but for Pijl et al. (1997:1) inclusion is used in a wider context in that an inclusive education system accommodates diversity through differentiation whereas integration has more to do with the placement of special need pupils in the mainstream. For Dyson and Millward (1997:58,60) meaningful integration is seen as having two key factors in the form of “appropriate and enhanced classroom teaching strategies, and flexible systems of support at the school level”. They assert that inclusion is meaningful integration.

Porter (1997:72) describes an ‘inclusionary approach’, as one in which the focus is on the classroom, teaching/learning factors are examined, problem-solving is collaborative, strategies are available for teachers and the regular classroom environment is adaptive and supportive. Accommodating diversity requires the implementation of a curriculum for all. Implementing a ‘curriculum for all’, would require a system which includes a large diversity of learners and in turn, differentiates education for this diversity. Inclusion then is not a placement issue. (Pijl et al. 1997:155). This is echoed by Stangvik (1997:39) and he adds that playing down the issue of placement, not only allows for greater recognition of the practicalities, but gives prominence to social development. As social integration is a long term goal, this is of major significance.

Certain issues are for Sailor (Lewis & Doorlag 1995:10) crucial to inclusion. All learners attend the schools to which they would go under normal circumstances; the proportion of LSEN at each school would be natural; no

learners could be excluded in terms of the zero rejection philosophy, age and grade appropriate placements are made in the school with no segregation into self-contained special classes; an emphasis on cooperative learning and peer instructional methods and additional support is given within the classroom situation.

Inclusion and mainstreaming are approaches which are both humane in their consideration of those with disabilities and the belief that LSEN should be catered for in the mainstream of society. Meyer, Grenot-Scheyer, Harry, Park and Schwartz (Burden 1995:48) confirm this in their statement that within the inclusionary context, the acceptance of all learners is unconditional and programmes must be individualised to meet their needs, rather than the learner having to meet the needs of the programme. Society is also expected to accept everyone unconditionally. In a comparison between mainstreaming and inclusion, Burden (1995:47,48) records that inclusive schools have different service options known as an array of choices wherein parental input is valued when choices are made. These are not graded but equal in order to meet individual needs. Equity, according to Ainscow (Burden 1995:48) is also emphasised as a means of achieving excellence. Inclusion tends not to use the disability and intervention as a focal point, instead problem-solving, support and facilitating experiences of normality is targetted. The main message of inclusion is one that demands systemic change whereby schools are restructured to respond to diversity in contrast with the call to change the child as is the case in mainstreaming (Burden 1995:47-49).

Advantages of inclusion according to Schirmer and Twiss (1995:67) are that learners are placed in the LRE, with the focus on ability, standards are enhanced as are student achievements and positive self identities. Lifelong independent learners are encouraged through the development of knowledge and skills.

Three countries where inclusion has been implemented for a number of years, have been selected as examples of policies and the teaching of reading. The three countries being Australia, New Zealand and the United States of America.

### **3.5.1           Australia**

Education is the responsibility of the State, so each State has its own jurisdiction of policies, resulting in differences in practical implementation.

#### **3.5.1.1       Policy**

It is conceded by Forlin (1997:21,22) that Australia was no exception to the profound international influence of the normalisation principle, initiated by the Scandinavian countries to protect the rights of all children to a non-discriminatory education. An additional major influence on Australian policies was the PL 94-142 (cf. 3.4). Ashman and Elkins (1998:xvi) looking back on the last ten years in Australia and New Zealand, refer to significant changes with schools having greater autonomy due to restructuring. However, the most significant changes have been in special education. In Australia, special education is a small department responsible for maintaining those teachers involved with learners with high needs. The main thrust being to "provide education for all students in regular education".

Internally, legislation in the form of Federal Acts e.g. Discrimination Act and State Acts e.g. Disability Acts have influenced policies. Forlin (1997:22) proffers the many different interpretations of inclusion as being the reason for the difficulty in gauging the present standing of inclusive practices in Australia.

Van Kraayenoord (1998) states that Education Queensland will not say that it has a 'policy of inclusion'. What it will say is that it encourages and supports inclusive practices. Ascertainment is the process used to ascertain the level of specialist educational support required by learners with disabilities. The service deliveries include special schools, special classes, special needs units, withdrawal, resource rooms or working within the mainstream classroom. In Queensland, learners with learning difficulties have always been in the mainstream but learners with intellectual disabilities were in special classes or special schools, until the late 70s and early 80s, when integration was implemented and these learners were moved into mainstream. According to Ashman and Elkins (1998:3) it can be asserted that generally, the move has been towards integration in regular classrooms resulting in less special schools with fewer admissions to serve learners with high support needs. Differences due to State control are evident, for example, in New South Wales, there are special classes within regular schools and in Victoria, there are some special schools, but the preference is to integrate learners into the regular schools.

The educational services model has been amended, but Ashman and Elkins (1998:20) warn that it should not be seen as an hierarchical order. This model is tabled.

Table 10 An educational services model

**AN EDUCATIONAL SERVICES MODEL**

Students move  
as quickly as  
possible towards  
inclusive setting

Specialist facilities for full-time care

Full-time residential school

Full-time special day school or class

Regular class part-time special class placement

Regular class plus learning support

Regular class plus itinerant specialist assistance

Regular class plus consultative assistance

Regular classroom

Students move  
only as far as  
necessary

The provision of relevant education for learners with special needs, is not without complicating factors, such as, political and structural changes and the eminence of social justice, which “seeks to maximise educational outcomes for all learners” (Elkins 1998:69). As all learners are entitled to an equitable education, there is increasing antagonism to any form of discrimination as is evident in education in segregated texts (Elkins 1998:69). Human rights and parental choice also feature more prominently in that it is the right of children to be taught in the mainstream (Elkins 1998:76).

The teaching of reading within inclusive contexts is of particular interest, hence a closer look at reading instruction.

#### 3.5.1.2 *Reading*

Although language and literacy instruction bears testimony to many varied approaches, Van Kraayenoord and Paris (1994:218,219) assert that it is defined by five fundamental themes: a developmental view of learning, interrelated language elements and cross-curricular integration, an holistic approach to language learning, classroom environments with diverse print resources and social collaboration for learning. These assertions were very clearly evident on the researcher’s visits to several schools in Brisbane, Queensland (1998).

Classrooms serve as literate environments with diverse print resources in the form of charts of stories, poems, vocabulary, keywords, labelled models, interest tables and artwork and books in reading corners, to name a few examples. In interviews with teachers, the developmental view of learning became evident, in that reading programmes (based on the one which has been prescribed by the state) from year one to year seven, have been compiled by the school to ensure continuity. It is used as a guideline and flexible use thereof is encouraged. Programmes are also available for

listening and speaking and written language. The learners' age related interests are used as topics and continuity is also ensured through the use of continuum based profiles for evaluation. The new syllabus design is balanced between whole language and genre based teaching. The programme constitutes attitudes, processes, skills: text features and procedures, knowledge, teacher strategies and evaluation.

Table 11 Programme headings

<b>Attitudes</b>	<b>Processes</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Teaching Strategies</b>	<b>Evaluation</b>

Attitudes is subdivided into interest, enjoyment, allegiance, values and adjustment. Skills is further divided into textual features and procedures. Genre based teaching components are recorded under textual features, such as, generic structure, cohesion, vocabulary, grammar, intonation and rhythm, pronunciation and word structure. Procedures incorporates means to communicate information, the use of syntax to predict, skim, scan, punctuation, word attack skills, discussions, left to right movement, to name a few. Comprehension strategies covering the different levels (context, text and word), and types (literal, interpretation, critical and evaluative) are included under teacher strategies. The different methods used by teachers (modelling, reciprocal teaching, cooperative learning etc.) are also included as are the teaching cycles (immersion in texts, demonstrations, modelling, processes, attitudes and procedures and guided lessons). Examples of knowledge are, stories, chapters, paragraphs, nouns, verbs, adjectives etc., suffixes, prefixes, word attack skills etc. Evaluation has four components in the form of consultation, observation, focused analysis and peer/self evaluation.

To facilitate a more holistic picture, the information is tabled.

Table 12 Year 6 Reading Programme (The Gap State School, Brisbane)

ATTITUDES	PROCESSES	SKILLS		KNOWLEDGE	TEACHING STRATEGIES	EVALUATION
		Textual Features	Procedures			
<b>Interest</b> <ul style="list-style-type: none"> <li>• becomes absorbed by reading</li> <li>• Sees book as a source of information</li> </ul> <b>Enjoyment</b> <ul style="list-style-type: none"> <li>• Favourite author pursued</li> <li>• Books recommended to others</li> </ul> <b>Allegiance</b> <ul style="list-style-type: none"> <li>• Empathises strongly with fictional characters</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Morals</li> </ul> <b>Adjustment</b>	<b>Decision Making</b> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Draws conclusions from text</li> <li>• Generalises after reading text</li> </ul> <b>Problem Solving</b> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Identifies point of view</li> <li>• Selects relevant information</li> <li>• Infers meaning</li> </ul> <b>Critical Apprec</b> <ul style="list-style-type: none"> <li>• Challenges &amp; criticises text</li> <li>• Comparisons</li> <li>• Evaluations</li> </ul>	<b>Generic Structure</b> Recognise elements, stages & purposes of different texts eg. <i>narrative</i> : setting problem solution <i>Purpose</i> : to entertain  <b>Cohesion</b> Understands links between texts  <b>Vocabulary</b> Word recognition strategies used automatically	<b>Predicts</b> Following stages when reading <b>Reflects</b> on coherence of text  Reads silently  Pauses to reread to check for meaning  <b>Identifies</b> <ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Homonym</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Consults resources</li> <li>• Graphic overviews</li> <li>• Scans for Key words</li> <li>• Main ideas</li> <li>• Topic sent</li> <li>• Identifies Opposites</li> </ul>	<ul style="list-style-type: none"> <li>• Stages of genre</li> <li>• Organisation of text: Chapter Paragraph Contents Index</li> </ul> Link  <ul style="list-style-type: none"> <li>• Prefix</li> <li>• Suffix</li> <li>• Root</li> <li>• Homonym</li> <li>• Antonym</li> <li>• Synonym</li> <li>• Thesaurus</li> <li>• Dictionary</li> <li>• Simile</li> <li>• Key word</li> <li>• Main idea</li> <li>• Topic sentence</li> </ul>	<b>Comprehension Text level</b> <ul style="list-style-type: none"> <li>• Schema story</li> <li>• Plot profile</li> <li>• Top level structure</li> <li>• What's new</li> <li>• Read &amp; Retell</li> <li>• Questioning strategies</li> <li>• Cloze</li> <li>• Three level reading guide</li> <li>• Literary sociogram</li> <li>• Time Line</li> <li>• Literary circle</li> </ul> <b>Word level</b> <ul style="list-style-type: none"> <li>• Derivation</li> </ul> <b>Demonstration</b>  <b>Modelling</b>	<b>Observation of</b> <ul style="list-style-type: none"> <li>• Silent Reading</li> <li>• Discussions</li> </ul> <b>Focused analysis of</b> <ul style="list-style-type: none"> <li>• Cloze</li> <li>• Retelling</li> <li>• Oral, written activities</li> <li>• Word identification strategies</li> </ul> <b>Consultation</b> <ul style="list-style-type: none"> <li>• Reading Conference</li> <li>• Interview</li> </ul> <b>Teaching cycle</b>  <b>Peer / Self Assessment</b> <ul style="list-style-type: none"> <li>• Reading journal</li> <li>• Reading log</li> </ul>



Teachers also use literature based themes and all different types of media are used (newspapers, magazines). Generally there are no basal reading programmes, but there are books available to learners to read at school and take home to read to their parents/caregivers.

Each unit of work is held together by the integrating device which spells out the aims. All components of the curriculum are language based and the use of themes ensures the integration of the components. Thematic units include language arts, social studies, physical education, art, music, maths and science. Activities are categorised as orienting, enhancing or synthesising, according to their function in the lesson. Through reading, writing, speaking and listening the integration of the language processes becomes evident, thus affirming the second theme of interrelated language elements and cross curricular integration. Skills and rules are taught in meaningful contexts and not in isolation to ensure an holistic approach to language learning and the third theme is manifested. The variety of contexts which are acknowledged in print allows the learners to see the practical implementation of the different print resources as required in the fourth theme. There was evidence of environmental, occupational, informational and recreational print. The fifth theme of social collaboration featured very prominently as learning takes place in different contexts; whole class, groups, peer tutoring, shared reading. The desks and tables are arranged in groups. Learners were immersed in language and learners are encouraged to communicate and discuss matters with each other to facilitate learning in a social context. Assessment is based more on classroom performance with standardised testing no longer driving instruction.

Learning support teachers provide additional support in different ways. Sometimes within the classroom context, the programmes having been collaboratively planned with the classroom teacher, but more often learners were withdrawn to the learning support teacher's room.

Published reading schemes are only used by a minority of teachers and commercial publishers do not have a major influence of teachers. The paucity of reading researchers results in research having only a minor influence on literacy instruction.

There are many similarities between Australia and New Zealand, not only regarding reading approaches but also in educational services .

### **3.5.2 New Zealand**

Since the recording of legislation in the Education Act in 1989, the organisation and management of education in New Zealand has, according to Perris (1996:online) undergone significant remodelling in order to meet the country's changing needs and prepare for the challenges of the 21<sup>st</sup> century.

#### **3.5.2.1 Policy**

Special Education 2000 (SE2000) was, according to Fancy (1998:1) initially promulgated in the 1996 Budget to improve the resourcing for LSEN, and is being phased in over three years. The aims are threefold:

- "Improve learning outcomes for all students with special needs.
- Ensure fair and equitable distribution of resourcing for all young children and school students with special education needs.
- Ensure that students with special education needs can attend the school of their family's choice".

In New Zealand, Special Education is defined as:

“Learners with a disability, learning difficulty, or behavioural difficulty may receive special education when they have been reliably identified as needing alternative or additional resources to those usually provided in regular education settings.

Special education is the provision of extra assistance, adapted programmes or learning environments, specialised equipment or materials to support identified learners in special or regular education settings” (Ministry of Education 1996d:2).

Several principles underline the guidelines for the accommodation of LSEN. Firstly, all learners have equal rights. The main aim of specialised education is needs based with equity being exercised regarding access to special education resources. The relationship between parents/caregivers and education providers is seen as a partnership, therefore parental/caregiver choice is taken into consideration as are the individual needs of the learner. Due regard must be given to the language and culture of the learner. LSEN have course to an education allowing smooth access to different contexts from initial identification through to post school choices (Ministry of Education 1996d:2,3).

The amended educational services model used in New Zealand bringing it more in line with the present situation according to Ashman and Elkins (1998:20) is the same as that of Australia (cf. Table 10). The specialist residential schools accommodate learners with major learning, behavioural or emotional needs. Learners with sensory deficits may also attend these schools or the local regular school. Funding is provided by the Ministry of Education to boards of trustees through attached special education teachers in some schools and through Special Education Service (SES). The SES, although it is also a government organisation, is autonomous with its' own board. It is responsible for the provision of specialist advice, guidance and support services not routinely provided in all schools (Ministry of Education

1996c). It is incumbent on local schools to make any necessary provisions for learners with special needs (Ministry of Education:1996c). This extends to buildings that may need to be altered, the provision of special equipment and additional staff appointed to assist teachers.

On the researcher's visit to schools in Auckland (1998) it was evident that schools enjoyed considerable autonomy regarding the provision for LSEN. Bullock (1998) maintains that in Auckland, although the aim is to become more inclusive, there is more segregation and very little integration. LSEN in mainstream schools are either in special classes, or satellite classes of special schools. Support is in the form of teacher aides 'Attached Teachers' and itinerant teachers from the SES. At one school visited, integration took the form of half a regular class and half a special class swopping for about an hour for a specific activity on a weekly basis. IEPs (Individual Educational Programmes) for each LSEN are drawn up and followed accordingly.

New Zealand has, according to Goodman and Goodman (1990:224) "the longest continuous tradition of progressive, holistic education". New Zealand, having used the advanced concepts of Dewey, are referred to as, "the world's most literate according to multinational studies".

The visit to Auckland schools in June 1998, provided an opportunity to observe first hand the reading policies advocated in New Zealand.

#### 3.5.2.2 *Reading*

The teaching of reading is detailed in three books provided by the Ministry of Education, *Reading for Junior Classes* (1996b) *The Learner as Reader* (1996d) and *Dancing with the Pen* (1996a). A balanced and varied reading programme, focusing heavily on the New Zealand context, is advocated and comprises the major reading approaches, Reading to Children, Shared

Reading (reading with children), Language Experience, Guided Reading, Independent Reading and Writing.

Reading to children is a role model opportunity because it testifies to the teacher's belief that reading is important and immense gratification can be derived from books, exposure to language and story structure.

Shared reading or reading with children has several appellations, 'shared book experience', 'read along', 'cooperative' reading, 'assisted' reading, 'unison' and 'choral' reading. Support is the primary purpose, therefore strategies such as sampling, predicting, confirming and self-correcting are modelled. Learners can enjoy material which they are not as yet able to read and experience the treasure of book language, testifying to the belief in Vygotsky's zone of proximal development (cf. 2.2) so pervasive in New Zealand's literacy instruction policy.

The language experience approach provides learners with the opportunity to express their experiences in words and read what they have written. The primary objective of language experience is to enhance the learners' mastery of language through discussion, writing and reading. For second language learners, the language experience approach is invaluable.

The interdependent relationship between reading and writing is evident in the belief that, "What children can say, they can write; what they can write, they can read" (Ministry of Education 1996b:64). Writing is viewed as an essential component in a balanced, varied reading and language programme.

Through guided reading, a teacher and group of learners are able to "talk, read, and think their way purposefully through a text" (Ministry of Education 1996b:69). Exposure to strategic reading allows the true nature of reading to reveal itself as reading is experienced as meaning reconstruction as opposed

to word calling. Guided reading is diagnostic in that problems can be recognised and corrected by the teacher either immediately or in ensuing lessons. Learners need to be exposed to problem-solving strategies for independent implementation. There are three phases to the guided reading approach namely, before, during and after reading. Strategies for each phase are influenced by the purpose, text and the readers.

To encourage independent reading, an abundance of suitable reading material and opportunities to read is desirable. Access to the school library is very important as is the creation of a literate environment saturated with print, for immersion, in the classroom.

In addition to an emphasis on language and relevant content, attention is given to the society in which the reading series is used by focusing on the New Zealand context, reflecting its diverse cultural background. That all learners need to be firmly based in their language and culture is also acknowledged. The revised series also includes material for the emergent reading stage.

Three stages of children's reading development, emergent, early and fluent are acknowledged, with the reader making a start in the emergent stage, becoming a reader in the early stage and going it alone in the fluency stage. Levels of difficulty are graded within each stage. Factors influencing the grading of the books include: content, children's presumed background experience, story structure and style, language structure, vocabulary, illustrations, size and type of print as well as the amount, placement and balance of illustrations and text (Ministry of Education 1996b:88). The content of the reading series is very varied and includes readalong cassettes to support independent reading skills and books suitable for the different approaches, for example, enlarged books for reading to children and shared reading experiences.

To meet the needs of all learners, any literacy programme must be learner-centred. Every learner has a zone in which they can cope and a zone in which they are not yet capable of independent work, but with the relevant guidance from an adult, they can manage. This is the zone of proximal development (cf. 2.2) and the assistance rendered by the adult is called 'scaffolding' a term originally used by Bruner (1976) cited by the Ministry of Education (1996d:15).

Assessment is an integral part of the reading programme and goes further than just knowing about the learner's reading. It entails knowing the learner. Assessment procedures include teacher observations, running records, informal retellings, conferences, self-assessment, school entry checks and the observation survey. Findings are recorded in cumulative files or portfolios and individual profiles. In the *Learner as Reader* (1996d) the three stages of reading development have been connected to the first five levels of the curriculum objectives (personal reading, close reading, exploring language, thinking critically and processing information). The objectives are tabled in Appendix B, with a few examples from each stage of reading. Monitoring the learners' reading progress is essential if teachers want to cater for individual needs. Teachers need to know the child's capabilities, link individuals or groups to learning experiences, select the appropriate materials and organise a beneficial programme. Monitoring should be regular with a start being made at the age of six using the diagnostic survey. To record exactly what happens when reading is taking place, running records are used for familiar and unfamiliar texts.

Teachers are also expected to be fully au fait with the reading process, in that reading successfully with meaning, involves the integration of information from several sources. Meaning (semantic sources of information), language structure (syntactic sources of information) experience and shapes and

sounds (visual and graphophonic sources of information). The close link between phonic awareness and phonics is acknowledged but the two areas are clearly delineated. Phonic awareness is primarily developed naturally through the spoken word focusing on the sounds. It can also be developed through reading and writing experiences, being read to, reading independently, discussions about words and through exposure to rhymes, jingles and poems. Phonics includes sounds and letters (discrimination, grapheme-phoneme matching, analysis and synthesis) and is regarded as a component of the graphophonic sources of information. Learning about the sources of information should occur in the course of authentic reading.

Several conditions for learning are advocated for literacy development to succeed: immersion, demonstrations, engagement, expectations and praise, responsibility, approximations and risks, practice and use and response. A literate environment with books and a variety of reading matter (including their own writing) will ensure that learners are immersed in print. In addition, access to computers, other data sources and word processors is advocated. Frequent demonstrations of diverse texts as well as different processes, for example, locating information, paragraph writing, finding main ideas, genre identification, spelling and rhyming in poetry, can be modelled to facilitate generalisation and transfer to different contexts. Through engagement, learners can make what they see through demonstrations and immersion, their own. Active learning and interaction with the text, facilitates internalisation. Strategies are defined as "in-the-head ways the reader uses information to make meaning from text" (Ministry of Education 1996d:26). The strategies for processing text information are attending, searching, anticipating, checking, confirming, self-correcting and evaluating. Interaction between these strategies is ongoing as is their support of each other. Learning about print information includes concepts about print, visual information and phonological patterns. Opportunities to integrate strategies are evident when teachers encourage problem-solving, acknowledge



independence and facilitate mastering challenges, asking questions and discussing issues.

Knowing that their teachers believe in their capabilities and are available to support them, expedites success. Initially learners depend on their teachers, but increased responsibility for their own learning promotes problem-solving and making choices. Teachers may encourage learners to learn through approximations and risk taking, for example, if meaning is not affected by a mispronunciation, it should be accepted as such. Skills necessary for reading expertise can only be established by practising purposeful reading. Feedback which is sincere, instructional and affirming is essential for learners to gain in confidence and succeed.

A close working relationship with parents is desired and several means of communication are encouraged as well as involving them in different activities.

Building on *'Reading in the Junior Classes'* (1996b) and providing extension, The *'Learner as Reader'* (1996d) caters for learners from year one to year eight and propounds an interactive model of reading in accordance with *English in the New Zealand Curriculum*. Reading approaches advocated in *The Learner as Reader* differ slightly. 'Reading to' students, 'reading with' students (shared and guided reading), 'reading and writing with' (shared writing) and 'reading by' (personal reading). The teacher support declines and the student input takes over being at its maximum in personal reading.

The Ministry of Education provides several reading resources in addition to the *Ready to Read* series. To name a few examples, Junior Journals, School Journals, the School Journal Story Library, Early Childhood Series Available to Junior Classes, Resources for Reading in te Reo Maori and Resources for Reading in Pacific Community Languages. Other resources include national

and community newspapers, Newspapers in Education (NIE) women's weekly magazines, as well as karakia, postcards, posters, maps, fax messages, menus, waiata, television guides, songs, price lists, dictionaries, cartoons, games, bank books CD-ROMS, weather reports, pamphlets, telephone directories and sets of instructions.

Reading Recovery (Clay) is a product of New Zealand and is widely advocated. Learners who, after their first year at school, having been identified as not achieving in reading and writing through a diagnostic survey, may be included in the Reading Recovery programme. The principle underlying Reading Recovery is put into a nutshell by Clay and Cazden (1990:207)

"For all children, the larger the chunks of printed language they can work with, the richer the network of information they can use, and the quicker they learn".

Learners receive an extra half-hour per day of individualised reading tuition from a Reading Recovery teacher. The training as a Reading Recovery teacher is year long and includes a practical component. It is postulated that after sessions for 12-15 weeks, learners will be capable of average levels of achievement and having learnt strategies, have the where with all to maintain their progress independently (Clay & Cazden 1990:207,208).

A session consists of:

- Rereading two or more familiar books.
- Independent reading of yesterday's new book while the teacher takes a running record.
- Letter identification (plastic letters on a magnetic board).
- Writing a story composed by the child (including hearing sounds in words).
- Reassemble the cut-up story.

- Introduce a new book.
- Read the new book.

The emphasis is on equipping the learner with strategies during the courses of reading as opposed to teaching particular items, for example, letter-sound correspondences and spelling patterns in isolation. (Clay & Cazden 1990:208).

In conclusion, it would seem that there are several similarities between the reading policies of New Zealand and Australia. The five criteria applied to the Australian reading policy (cf. 3.5.1.2) can also be applied to that of New Zealand. The provision for emergent, early and fluent readers is evidence of a developmental view of learning. The reading policy is firmly embedded in the *English in the New Zealand Curriculum* thus language elements are interrelated and cross curricular integration is apparent. The whole language flavour of the reading approach bears testimony to the holistic approach as does the advocacy of the reciprocal relationship between reading and writing. The literate environment contains diverse print resources as do the resources provided by the Ministry (cf. 3.5.2.2). Social collaboration for learning is manifested through activities such as shared reading, peer tutoring, desk arrangement in groups, to mention a few.

Although not visited, the third country to be described is the United States of America.

### **3.5.3 United States of America**

#### **3.5.3.1 Policy**

As inclusion “relates to educational and social values as well as our sense of individual worth” it is seen to be “an extremely controversial idea” (Education

Resources 1996:online). It is apparent that in the United States of America, there are extremes, the protagonists of full time inclusion at one end and those who support segregated programmes at the other. In between there is also a large group of educators and parents who are unclear in their understanding of the philosophy, its legalities and how best learners' needs should be met. According to Harris and Sipay (1990:426) the Regular Education Initiative (REI) asserts that all children can benefit from improved learning in the regular class, provided that instruction is individualised. The REI was initiated as a result of growing discontent with certain issues:

- The detrimental consequences of labelling learners.
- In special education the only difference was that the classes were smaller and the pace slower (there was no difference in the instruction in special education to that received in the regular classrooms in which they had already failed).
- Regular classroom instruction and remedial instruction were in apposition to each other.
- A lack of correlation in the core curricula of the regular class, remedial and/or special education programmes.
- The absence of individualised instruction in pull-out programmes as well as displeasure in the results of thereof.

The pervasive influence of the Public Law 94-142 , IDEA (1990) and the LRE, has already been described (cf. 3.4). According to Section 504 of the Rehabilitation Act of 1973, recipients of federal funds due to their handicap, are expected to attend regular schools unless such placement is not beneficial (Education Resources 1996:online). The services provided for LSEN are defined within the context of the United States of America as follows:

- Mainstreaming: this refers to the placement of LSEN in one or more regular education classes.

- Inclusion: every learner is accommodated maximally in the local school. The necessary support to the learner, is provided within the classroom context rather than their being withdrawn. The criterion is that the classroom placement must be of benefit to the child as opposed to having to compete with the other learners.
- Full Inclusion: every learner is accommodated maximally in the local school as for inclusion, but the difference lies in that no support is provided at all, irrespective of the severity of the special educational needs.

A philosophical difference between mainstreaming and inclusion is supported. Proponents of mainstreaming believe that the learner, must first attend a specialised education environment and then gain entrance into regular education. Proponents of inclusion on the other hand, believe in the placement of LSEN in the regular classroom environment with the availability of a continuum of services for the learners' specific needs (Education Resources 1996: online).

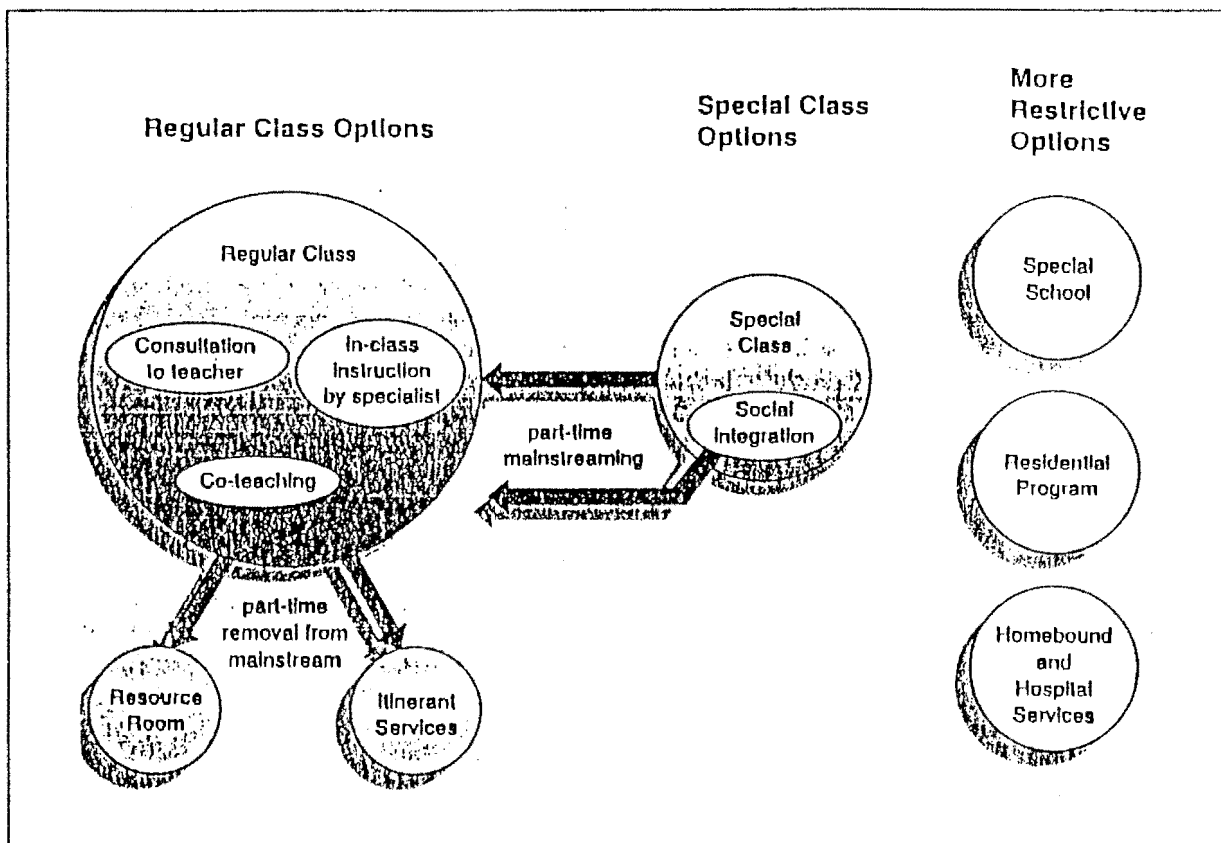
The National Education Association, advocates appropriate inclusion. For inclusion to be appropriate it needs offer a full continuum of placement options and services, which have been decided upon by the team responsible and then recorded in the IEP. There must be appropriate professional development and training for all concerned as well as time during the school day for collaborative planning to take place. Staff and technical assistance appropriate to the needs of the learner and the teacher must be available as must the size of the class. Anything short of these requirements is regarded as inappropriate education (Kauffman & Hallahan 1995:342).

For Vaughn & Schumm (1995:267) inclusion can be responsible or irresponsible. Inclusion is responsible when the learner's situation in the regular classroom takes pre-eminence and this requires continuous

monitoring. Teachers should have a choice as to whether they teach in an inclusive classroom and models should be developed and implemented according to the specific school. All resources necessary must be provided and maintained, as must a continuum of services. It is necessary for the service delivery to be continually evaluated. Professional development must be ongoing, as must discussions between teachers and key personnel regarding their philosophy of inclusion. Curricula and instruction to meet the needs of all learners must be developed. Anything short of the above is irresponsible inclusion.

The service options available in the USA (Lewis & Doorlag 1995:57) are presented diagrammatically as follows:

Table 13 Service options in the USA



Programmes range from the least restrictive (full day in the regular classroom), to the most restrictive (special schools, residential programmes and homebound and hospital services). Within these extremes, there are three categories each with their own options: regular class, special class and more restrictive options.

Within the regular class, LSEN may receive no additional help at all, but the teacher receives consultation according to their individual needs, for example, special education consultant, psychologist, itinerant teacher for sensory impaired, to name a few. As opposed to having to leave the classroom for pull-out services, LSEN can receive in-class instruction from a specialist. The specialist may make necessary modifications, directly teach, assist the teacher with non-disabled peers, work with a learner or promote positive interactions among learners. The amount of help is dependent on individual needs. Co-teaching by the regular class teacher and the special educator, is an additional option. The LSEN in the class will receive specialised instruction from the special educator. Learners may be temporarily removed from the classroom for resource room or itinerant services. These are support programmes for what is done in the regular class. LSEN receive special instruction, either individually or in small groups, according to their needs in the resource room, which is usually located within the school. How often the learner has to attend these sessions is also dependent on their individual needs. Itinerant teachers move from school to school to offer intervention similar to that which is offered in resource room programmes (e.g. speech and language clinicians).

The home base for some LSEN may be the special classes within the mainstream school. However opportunities are provided for social integration through part-time mainstreaming. The times for this are individually allocated, as it may be for a few hours or only a few minutes. For some LSEN, the

severity of their difficulties is such that they are required to spend all their time in the special class, without any mainstreaming opportunities.

The most restrictive options are the special school, residential programs and homebound and hospital services. For learners in special schools, it is presumed that inclusion in the mainstream is not in their best interests, mainly due to the severity of their difficulties. These learners may have multiple disabilities, severe behaviour disorders or severe retardation. Residential programmes are available for LSEN who may require medical care, or whose homes are not close enough for daily travel. The homebound or hospital services are mostly temporary or for certain periods of the year, when a learner may require specialised treatment. Special needs requiring this most restrictive option include, physical disabilities, health impairments or emotional/behavioural disorders that inhibit the daily attendance of classes. Multidisciplinary and interagency programmes making provision for infants and preschoolers with disabilities are also available (Lewis & Doorlag 1995:56-61).

Unlike New Zealand, which has a national curriculum as a foundation for its reading policy, several reading methods and underlying philosophies are evident in the USA.

### 3.5.3.2 *Reading*

Although Blachowicz and Lee (1991:188) testify to ongoing "active and productive dialogue about what constitutes appropriate literacy instruction" they believe that there are endeavours towards a more holistic approach in the form of whole language, literature based instruction and content reading programmes. In the same vein, Sears, Carpenter and Burstein (1994:632) testify to the progress over the last two decades regarding the theory and practice of reading which has resulted in reading being perceived as the



construction of meaning. Referring specifically to special learners they note that in reading instruction, priority is no longer given to increasing decoding skills, but rather to more holistic, integrated approaches. Truax and Kretschmer (1993:593) attest that research on language and literacy has resulted in a greater awareness of the developmental process involved and realised that "children need to be immersed in authentic activities where language is used purposefully and meaningfully... ."

Reading programmes in the United States, according to Richardson (1996:277) may be classified into three types: sight-word, code-emphasis (phonic and linguistic) and whole language.

The sight-word approach is also known as the 'look and say' method and is strongly evident in the basal programmes. Vocabulary in the graded reading series, is controlled and gradually increases in difficulty level. The interest level is geared to children, but vocabulary is selected according to its usefulness. As an example: '*The boy rides the bicycle to the party.*' *Party*, *rides* and *bicycle* are for interest value, *is*, *the* and *to* are the utility words. Letter-patterns do not feature and Richardson (1996:278) is of the opinion that letter-sound processing is certainly not taught methodically enough for learners with difficulties. Success in sight-word programmes is dependent on two abilities; memory for words and the efficient retrieval thereof and the deduction of letter-sound patterns to facilitate word recognition.

Code-emphasis programmes are categorised as phonic and linguistic. Individual letter sounds are taught in the phonic programme, and words are analysed and synthesised to aid recognition (c-a-t = cat). The emphasis in the linguistic programme is on the teaching of the sounds within the context of the word. (listen to the sound the letter *F* makes in the words *fat*, *fair* and *from*). Words are taught according to sound patterns (*cat*, *rat*, *sat*, *mat*; *mouse*, *louse*, *house*). The information is not meaningful as the focus is on

the phonemic units (Richardson 1996:278,279). Code-emphasis programmes and the whole language approach are seen to be in direct opposition to each other because of the controversy regarding decoding instruction. Decoding instruction is skill-based and explicitly taught in the code-emphasis approaches but in whole language, which advocates natural learning, decoding is learnt within the context. Anything which is decontextualised is strongly disapproved (Mather 1992:87,88).

Whole language programmes, according to Richardson (1996:279,280) use language as the point of departure and advocate that reading and writing should be learnt in the same natural way as language. Rubin (1991:49) defines whole language as "a set of beliefs in which the emphasis is on the 'wholeness' of things". As such, reading is taught as a gestalt in a context as opposed to segregated elements. Whole language has had a major impact on reading in the USA, therefore it will be described in greater detail. The significance of the impact made by the whole language movement needs to be seen against the background at the time.

The fundamental ideas derived from the USA, especially those of John Amos Comenius (1887) John Dewey (1916, 1938) but the English speaking countries (New Zealand, Australia, Canada and England) happened on whole language long before the USA, and more extensively as well (Dechant 1992:4; Goodman & Goodman 1990:223,224). It is the opinion of Spiegel (1992:38) that this was because teachers were "basal-bound, either through their own choice or through administrative fiat". Goodman (1992:357) refers to the fact that the teachers in the USA were very highly qualified but they were expected to use workbooks, skill drills and "insulting teachers manuals". Behavioural psychology, as manifested in text-books, especially those used for reading instruction, authorised norm-referenced tests and curricula fraught with behaviour objectives requiring testing, negatively influenced education in America. It is also believed that the development of whole language was

inhibited by the above. The discrepancy which arose between the teachers' knowledge and the controls exercised over them, resulted in their rebelling. Goodman (1992:357) termed this the 'American Revolution'. Whole language was widely used in Canada and began to infiltrate the USA, providing the much needed release from the pressure of workbooks, skill drills and teachers' manuals. For Goodman (1992:357) whole language assisted teachers to

"redefine themselves as teachers and to establish a collaborative rather than a conflictive relationship with their now empowered pupils, to build a community of learners with no artificial ceilings and floors, no destructive labelling of learners, and no arbitrary limits on the professional ingenuity of the teachers".

Whole language will be defined and described in terms of such critical aspects as the beliefs of practitioners, the social context, the curriculum, the teacher and the classroom situation.

Whole language has been defined by Goodman and Goodman (1990:223) as an "holistic, dynamic, grass-roots movement among teachers." Grass-roots in that it has come from the teachers and in some schools without the blessing of the authorities. In some cases, to the extent of challenging existing policies. Protagonists of whole language claim that whole language is a philosophy of literacy education embracing the assumptions of how one learns to read, which underlies instructional practices and is not a method or set of activities. The philosophy of humanism, holistic-constructivist theory and the social nature of learning (Vygotsky 1978) are fundamental to whole language. Due to their pertinence to inclusion, an indepth description is given.

The focal point of humanism is the *self* and the self concept. As such, the uniqueness, individuality and humanness of each person is emphasised. The frame of reference for understanding the self, is from the individual's point of

view. "Humanism has more concern for the lives of children rather than education in the narrow sense. It believes in humanising the teaching-learning process. It values thinking and feeling rather than the acquisition of knowledge" (Dechant 1993:11). Central to humanism are the concepts of self-actualisation, self-fulfilment and self-realisation. In humanistic education, the following will be apparent: holistic, learner-centred learning where learners learn in context and are active, not passive. Varied skills such as, reading writing, computation communicating, thinking, decision-making, problem-solving and self-understanding are given priority; the basics are made relevant to real life thus augmenting the teaching thereof; learners are encouraged to believe in themselves and what they can achieve; to respect themselves and others; to show empathy and understanding; human concerns, such as the improvement of one's quality of life are advocated; parental involvement is encouraged as is the development of parental goals through a value system and learners are prepared for life in a democratic environment. Cognisance is taken of social diversity as is evidenced in beliefs, culture and ethnic classifications (Dechant 1993:12; Van Den Aardweg & Van Den Aardweg 1986:111).

In their postulation that "learning should be contextualised, holistic and meaning-centred", it is asserted by Dechant (1993:30) that whole language protagonists are predisposed towards holistic-constructivism. Skills are taught within the context of meaning. Wholes on global processes in learning, are stressed, (as opposed to fragmentation as the understanding of parts is facilitated in the context of a dynamic whole). The reason for this being that the whole is perceived as greater than the sum of its parts (Dechant 1993:30). Preference is also given to interrelatedness rather than disconnectedness.

Concerning motivation, holistic-constructivists believe that learners are motivated to learn when tasks are engaging, relevant (and recognised as such), require active participation, are connected to prior knowledge and

experiences and are goal directed (Dechant 1993:35). They also assert that every learner learns differently and uniquely. Information is received but it is not merely absorbed as, to learn, change is necessary. Modification and transformation take place through the reorganisation of prior experiences, perceptual-cognitive field or schema. As such learning is defined by Dechant (1993:32) as "transformative, constructive, generative and transactive".

For Dechant (1993:14) "Language is profoundly social: it is an interactive, cognitive-social process". Whole language protagonists resolutely propound the belief of Vygotsky (1978) that learning is a social process. Of specific significance is Vygotsky's concept of the zone of proximal development (cf. 3.5.2.2) which calls for accentuating the importance of collaborations (be it learner/teacher or learner/learner), that facilitate learners exceeding their own individual limitations. The humanistic, holistic-constructivist and social elements are apparent in the description of whole language.

Whole language practitioners believe that language is learned best if it is for authentic reasons, with oral and written language being used for communication, enjoyment and information learning (Stahl & Kuhn 1995:393). Learning to read is not seen as the intentional learning of reading skills, but rather inferred language learning (Harris & Sipay 1990:74). Learning which is learner-centred, empowers both teachers and learners. In the case of the teachers, they need to be empowered to create their own classroom environments to meet the learners' needs and learners need to be able to manage their own learning (Stahl & Kuhn 1995:393). The following additions can be made; in order to learn to read, learners must read, therefore learners must read whole, meaningful, relevant texts (trade books, newspapers, writings of learners, poetry, songs, stories) in abundance in a climate which fosters risk taking (Harris & Sipay 1990:74,75). Teachers and learners must concentrate on interpreting written language; learners must actively engage with meaningful language-rich tasks and problem-solving strategies are used

and promoted (Blachowicz & Lee 1991:188,189). A holistic approach is advocated as lessons progress from whole to part and contain all four forms, namely, listening, speaking, reading and writing, social interaction is encouraged as is the teacher's credence that all learners can succeed (Freeman & Freeman 1991:351). This is best summed by Goodman and Goodman (1990:225,226), when they claim that the whole language perspective of literacy development is an "immersion view". They continue, "when children are immersed in authentic reading and writing, they can read and write for purposes of their own and they are empowered".

In referring to the learners, frequent mention has been made to the 'community of learners'. The social context plays a vital role in the construction of meaning (Freeman & Freeman 1991:348), hence the significance of social interaction in the community of learners. As meaning is the basis of learning, whole language gives prominence to the construction of meaning with the learner's environment being used as a base in order to facilitate meaning and as such create a meaning basis. The aim is to fully understand the written text. The process used to construct meaning is significant as lifeskills are encouraged. The pupils take the major role with the teacher acting as a facilitator. The point of departure is holistic and relevant to the learner's lives. The whole language programme is concept based with learners being exposed to whole units and their links. The whole language programme supports the belief that through interaction, learners can learn from each other and respects each one's contribution so the grouping of learners is flexible and multidimensional. This framework of active, interaction also specifically facilitates the development zones of proximal development (cf. 3.5.2.2) (Goodman & Goodman 1990:228).

For Goodman (1992:361) classrooms are "safe havens" for all learners, as they have a right to feel secure and free from harm, be it of a physical, mental or social nature. Goodman continues by citing Dewey's belief that "school is not a preparation for life. It *is* life". Therefore social goals are as relevant in

whole language learning as the cognitive, linguistic and affective goals. Perusing the type of activities which take place in a whole language classroom, the social nature thereof is implied: cooperative learning, dialogue, buddy journal writing, word processing, peer tutoring, small group work, collaborative and paired reading, co-writing, class experience chart and collaborative editing and revision (Dechant 1993:15).

In so far as the curriculum is concerned, Goodman (1992:360; 1989:xiv), asserts that whole language is a "complete curricular philosophy". It is an integrated, dual curriculum in that, in order to build knowledge, language and thought are used and developed. The components of the curriculum are listening, speaking, reading and writing, with the content curriculum drawing on the interests, needs and experiences of the learners. As such it acknowledges the uniqueness of each learner. The curriculum is compiled by the teachers and learners, collaboratively. Integration is the central core in the whole language curriculum while the goals of choice, ownership and relevance, are considered as pupils must own the processes they use and not try to please significant others. Language across the curriculum, thematic units and literature based topics are used. Language learning can be easy and difficult. Language is easy when it is real, natural, whole, sensible, interesting, relevant, belongs to the learner, is part of a real event, of social value, purposeful, of the learner's choice, accessible and within the learner's power to use it. Basal readers, workbooks, skill sequences and practice materials that fragment the process are inadmissible to whole language teachers (Goodman 1986:11,33). The question may then be asked that if skill sequences and practice materials are not permitted, how does a learner decode difficult words? According to the whole language philosophy, reading experiences facilitate the independent learning of the necessary rules for word recognition (Sears et al. 1994:633). Direct instruction is only provided when necessary and if it is relevant to the context. These 'teachable

moments' can take the form of mini lessons, modeling, peer instruction, FYIs (For Your Information) (Dechant 1993:41,42; Harris & Sipay 1990:75).

"The power of evaluation in whole language classrooms lies in the process of becoming – the changes or moves that people make from what they are to what they come to be". By means of evaluation, the progress of the learning, the teaching and the curriculum become evident (Goodman 1989:3). Evaluation can be formal, informal and incidental (Goodman 1989:xiii). In the same way that authenticity is the source of reading activities, so authentic forms of assessment are used to gauge learners' progress. These are in the form of: individual conferences with the learner, anecdotal records, work samples, genuine literacy products and through communication (Spiegel 1992:39). To assess learners' progress, whole language practitioners do not make use of standardised tests. Dechant (1993:51) notes that evaluation in whole language can be naturalistic, performance-based and in portfolio. It is more process oriented than product endorsing the rationale of performance before competence. Performance-based assessments is evident in running records for reading. The learner's writing portfolio for example, written work can be assessed according to the selection of genres used, story writing technique, topics of interest and their command of grammar, spelling and punctuation conventions. Evaluation is referred to (Goodman 1989:7) as having a double agenda. While the learners are busy with their learning, interacting using language, reading, writing, spelling, answering questions and solving problems, the teacher is keeping track of the goals of language learning and conceptual development. Evaluation is ongoing, continuous and intrinsic to teaching and learning. It involves observing, interacting and analysis. Teachers can observe learners as they work individually, as a group member, members of a small group or the class as a whole for specifics (judging the use of language, problem-solving, leadership and collaborative activities). Interacting takes place through conversations, conferences, discussions, journals and questioning. Analysis is used to



evaluate stories which have been written, written responses to books, taped conversations and language, using sociolinguistic and psycholinguistic knowledge. Of extreme significance, is self-evaluation by both teachers and learners. This provides an opportunity for reflection on teaching and learning. Questions can be asked ("How am I doing?"; "Are things going according to plan or are they better?"; "How can I improve on this?"). Learners can keep their own records and have conferences with teachers about what has been achieved, what their future goals are and plan accordingly (Goodman 1989:13).

Teachers are seen to have several roles. Far removed from the traditional one of transmitter of knowledge, who directly taught inductively bearing out behaviouristic thinking which was evident in trying to train habits and assure correct responses in the quest for mastery of content, which was assessed on the ability to regurgitate what has been taught (Weaver 1990:9). For Goodman and Goodman (1990:236-238) the whole language teacher is an initiator, kidwatcher, mediator, liberator and curriculum maker.

As an initiator, teachers create an authentic environment which initiates situations which will maximise the zone of proximal development (c.f. 2.2; 3.5.2.2). Teachers as initiators, encourage and provoke curiosity and self-regulated learning. Observation has already been described as one of the means of evaluation and this is when teachers 'watch their kids', hence the appellation, kidwatchers. It is continuous, taking place simultaneously to the classroom activities. Teachers need to be especially sensitive to any signs that learners are ready to do things with support in their zones of proximal development. As mediators, teachers encourage reflective thinking. In problem-solving situations, through careful, indirect support, give just enough assistance for learners to come to their own solutions. Teachers as mediators do not control or constrain learning. They support through questioning, directing and drawing attention to different aspects. Through mediation, learners can

work in their zones of proximal development. When learners control their own learning, they learn best. When teachers intervene by taking control, penalising errors and being overpowering, it puts an end to invention, risk taking and discloses the zone of proximal development (c.f. 3.5.2.2). Therefore the teacher is a liberator when learners are empowered to take ownership “try new things, experiment, invent, guess, challenge and enquire” (Goodman & Goodman 1990:239). When this takes place, the classroom of a liberator is a truly democratic one (Goodman 1992:360). The teacher is a curriculum-maker because the curriculum is decided upon by the teacher in conjunction with the learners, building on the personal and social experiences of the learners. The point of departure in drawing up the curriculum is the learners themselves, where they are in time, place, culture and development (Goodman & Goodman 1990:236). Support when necessary, is provided by scaffolding. Although the term, ‘scaffolding’, was originally used by Wood et al.(1976) Graves, Graves & Braaten (1996:14) define scaffolded reading experiences as “providing support to help learners bridge the gap between what they know and can do and the intended goal”.

A whole language classroom is described as one in which learners and teacher plan what they will do, when they will do it and how, what materials will be needed, how they will be obtained or distributed, who will be where. Long term plans form a general framework and short term plans detail explicitly. The classroom needs to be a *literate environment* where books, magazines, newspapers, directories, signs, packages, labels, posters and every other kind of print all around are available. Mailboxes, writing centres complete with a wide range of paper and implements, a book/library corner, newsstand, bulletin boards, displays and appropriate labels for everything. Centres (where learners complete worksheets and skills exercises) and resources organised around topics and thematic units are structured to facilitate the integration of all the language processes with conceptual learning. Learners organise their own distribution system. They set rules for getting and using equipment and moving

around the room. Whole language materials consist of anything the learners need or want to read or write. There are lots of recreational books, fiction and non-fiction with a wide range of difficulty and interest and resources of all kinds, such as- dictionaries, encyclopaedias, real life books (phone books, TV guides and reference books). Tape recorders also need to be available. Use authentic and whole texts, focus in learners' motivation and interest in reading and maximise the amount of reading of connected text reading one The amount of reading one does is directly related to the growth in achieves. Situations need to be created that make learners want to read real books on their own, both in and out of school.

The five themes (c.f. 3.5.1.2) are apparent in the whole language approach described. An holistic approach to language learning is manifested, language elements are interrelated and there is cross curricular integration. Diverse print resources are advocated in the literate environments as is social collaboration for learning. Learning is developmental in that evaluation is ongoing and continuous in order to assess where learners are in skills and knowledge. This allows for suggestions to be made which will lead to furthering their progress.

The definition of reading comprehension (cf. 2.5.2) acknowledges the reader, the text and the context. Perhaps a summary of the three countries in terms of these criteria is in order.

### **3.6 THE READER, THE TEXT AND THE CONTEXT**

Firstly, in so far as the reader is concerned, the approaches in all three countries are learner-centred and very specific conditions of learning are specified. The emphasis being on meeting individual needs and prevention of difficulties. Readers must be immersed in print, so the text is authentic. Library books, newspapers, magazines, to name a few, which embrace all possible

genres (poetry, stories, songs, fables, legends) are advocated. The context comprises a community of learners for whom challenge and support are the passwords in a supportive atmosphere. Reading, writing, listening and speaking are interrelated. Teachers, who are required to have a thorough knowledge of the reading process, perform various roles, monitor progress by doing ongoing assessment. The whole language perspective underlies a transactional model within a literate environment. The aim which is pervasive, is to fully understand the written text within a social context.

### **3.7 CONCLUSION**

Policies which demonstrate the essence of placement in the least restrictive environment (cf. 3.4) "recognise the ability of every student to learn; they recognise the need to focus on students' strengths and needs, not just on their weaknesses; and they recognise that instruction must be individualised to the extent necessary for the educational experience to be positive for the student" (Foreman 1996:37). Dyson and Millward (1997:60) recommend that inclusion requires a "more constructivist view, in which learners are seen as collaboratively building their own understandings rather than following predetermined paths of rote learning". This will require a break away from the traditional transmission model to a more holistic, flexible, transactional approach wherein strategies and activities are broadly organised within the instructional context. The transactional approach also presumes learners to be at "different stages and to develop at their own pace and in their own ways..." (Weaver 1990:9). Unconditional acceptance is evident in that whole language programmes respect the learners irrespective of their identity, their origins, language, reading interests and their previous experiences. For Goodman and Goodman (1990:226) this means that there are "no disadvantaged children as far as school is concerned. There are only children who have unique backgrounds of language and experience, who have learned to learn from their own experiences and who will continue to do

so if schools recognise who and where they are". To this end, whole language teachers and learners construct the curriculum together to form a curriculum for all which is flexible, also allowing for instructional adaptation.

That New Zealand and Australia implemented the whole language philosophy prior to the USA, is acknowledged by Goodman (c.f. 3.3.5.2) and the transactional threads thereof are clearly evident. Teachers facilitate and do not control. The social cognitive influence of Vygotsky permeates learning and peer interaction is especially valued. Learners are encouraged to take risks as they engage in the complicated cognitive activities which constitute learning. Learning is holistic in that the whole is seen to be greater than the sum of its parts, thus inductive reasoning in diverse ways is encouraged. The community of learners is regarded as strong, independent and active as opposed to weak, dependent and passive. They can learn from each other through interaction, in an environment which has been constructed to meet their needs. Being secure in their environment, the learners can experiment with and explore literacy, taking risks by trying out new things in reading and writing in authentic contexts. Individual progress, not achievement of absolute levels, being the goal.

Consider the following strategies suggested by Kliwer (1998 on line) for working with learners in inclusive settings:

- "Students take responsibility for their education; they help create the structure of the classroom, including helping to establish rules and academic programs.
- Teachers have high expectations that all students will meet the rules and academic challenges.
- Families are involved.

- Focus the curriculum on humanity, on one another's worth. Let the students tell their own stories or other's stories. Let students learn about things that matter in their lives.
- Classrooms need one main rule – respect one another.
- Inclusive education is nothing more than good teaching and most importantly.
- *Throw out the worksheets and basal reader systems.*
- Create a curriculum that involves students".

It is without doubt that all the above are relevant to the whole language approach. In addition, Graves Sheppo, Hartsfield, Ruff, Jones and Holinga (1994/95:82) regard an integrated curriculum as "the key to including all students in the learning process". The integrated curriculum is advocated in the whole language approach.

The teaching of reading within the context of inclusion thus calls for a whole language approach, but in order to accommodate diversity, modifications, such as direct and systematic decoding and strategy instruction are an absolute necessity.

## **CHAPTER FOUR**

### **TEACHING READING TO MEET INDIVIDUAL NEEDS**

#### **4.1 INTRODUCTION**

A frequently heard statement by teachers in the mainstream intermediate phase is, "I know some of my learners have difficulties with reading but I don't know what to do about it!" In addition, concerns regarding the meeting of individual needs are expressed especially in larger classes. At a workshop on the implementation of inclusion, Dyson (1998) stated that the emphasis needs to be shifted from the ideas of disability by focusing on the barriers to learning to become preventative. The same principle can be applied to reading instruction, rather than focus on the learners' reading difficulties, organise for prevention by using approaches which will be beneficial to all (cf. 2.8). It is for this reason that through this study, ways have been sought to enhance the teaching of reading in the mainstream intermediate phase, in order to accommodate individual needs. Ideas, strategies and approaches derived from the literature study, the visits to schools in Australia and New Zealand (cf. 3.5.1.2; 3.5.2.2; Cycle 1, 6.2) and practical teaching experience (cf. Cycle 2, 6.3) have been compiled into a programme. Although it will require adaptation and modification to the particularity of circumstances, the aim of the programme is to meet the individual needs of learners.

## **4.2 A PROGRAMME TO MEET INDIVIDUAL NEEDS**

### **4.2.1 Basic programme requirements**

As the mandate is so specific, the programme will need to meet certain basic requirements:

- It must be learner-centred and preventative.
- It must facilitate the interaction of the reader, the text and the context.
- Learners need to be able to collaborate within a social context in order to construct their own understandings.
- The criterion for measurement should be performance before competence.
- Learners must be challenged and supported.

### **4.2.2 The basic programme**

To be learner-centred requires realising the principles of whole language.

#### *4.2.2.1 The principles of whole language*

The principles of whole language (cf. 3.5.3.2) form the firm foundation for the programme. It is learner-centred, with respect for individuality and uniqueness apparent. Holistic language, which makes sense, is functional, meaningful and relevant to the learners, is advocated. The focus is on meaning and teaching is transactional. Learners must experience a sense of power over their reading, writing, listening, speaking and thinking. Learners are viewed



from an interactive perspective and this in turn, requires the interaction of the reader, the text and the context.

#### 4.2.2.2 *The interaction of the reader, the text and the context*

##### (a) *The reader*

The aim of the programme is to meet individual needs to create confident, self-regulating readers who construct meaning, comprehend what they are reading and love to read. They should experience reading and writing as two parallel processes by reading what they write and writing what they read. Teaching for self regulated learning requires strategic teaching. This is detailed in the instructional context. (cf. 4.2.2.2 (c)(iii)).

Immersion in text which is of interest to readers, is fundamental to the programme.

##### (b) *The text*

Not only should the choice be theirs, but the text must be authentic. Choices are wide, for example themes, literature based, media or relevant text books. Narrative and expository text is available and different modes of reading (repeated, paired, choral, tape recorded passages, shared book experience and support reading strategy) are encouraged.

In order for learners to be able to experience reading as a two-way process, they will need a supportive writing programme which includes exposure to the writing process as well as modelled, shared and guided writing. Writing can be independently constructed and presented to an audience. Demonstrations and daily opportunities to write within a print-rich environment are conducive

to a successful writing programme. A spelling programme with the following strategies is fundamental to the programme: word banks, word walls, dictionaries, printed resources, the print context and spelling rules.

The classroom setting, teacher, instructional context and the curriculum form the context.

(c) *The context:*

(i) *The classroom setting*

The classroom setting requires the creation of a literate environment wherein learners immersed in print and motivating, language rich texts of all kinds abound. The literate environment has been described in detail (cf. 3.5.3.2) but in order to empower the learners and facilitate their taking ownership, they need to be involved in the decision making regarding the establishment of the print-rich environment.

(ii) *The curriculum*

The context provides the curriculum framework in which thinking, learning, conversing, writing, designing, sharing and creating can flourish. In order to facilitate an holistic perspective, the curriculum needs to be integrated as much as possible, as do the language processes. Curriculum 2005 which forms part of the Outcomes-Based Education (OBE) (Naicker 1999:14) requires an integrated curriculum. The language arts also need to be integrated. Thematic units provide an effective integrating device, as does language across the curriculum. An authentic, relevant curriculum in which learners have had choice, contributes to ownership.

In a transactional context, the *teacher's* role is one of facilitator and observer who knows the learners very well and with whom a pedagogic relationship of trust and understanding is established. The teacher must have a thorough knowledge of the reading process and the teaching approaches. In keeping with the holistic perspective, reading is divided into five broad categories: word recognition, vocabulary, fluency, reading comprehension: narrative and expository. The components of reading in the form of units, knowledge base, processes and strategic knowledge (cf. 2.5.1.2; 2.5.2.1) provides the framework for lesson plans which are planned according to three factors; the learners, the particular reading goal and the text. Objectives for reading take the different types of reading into account; developmental, functional and recreational reading (cf. 2.7; Appendix A).

(iii) *The instructional context*

Meeting individual needs will require the implementation of several reading approaches. The *scaffolded reading experience* (cf. 3.5.3.2) is a reading method that links the known to the unknown through the guided use by teachers of strategies and any necessary information to facilitate the learners to ultimately cope on their own. Consistent and explicit instruction in skills and strategies is given. This includes text structure (expository and narrative) strategies in order to create and organise information into structural relationships as a basis for interpreting, comprehending, monitoring, drafting and talking about texts. The lesson has three phases, (prereading, during reading and post-reading) with specific activities for each, such as, activating prior knowledge and organising and categorising information (semantic maps, concept mapping) brainstorming, drafting, editing and guidance for written expression. An example follows:

Prereading activities:

- relating the reading to the learners' lives
- motivating learners
- activating background knowledge
- teaching vocabulary and concepts
- pre-questioning, predicting and setting direction
- suggesting strategies.

During reading activities:

- silent reading
- reading to learners
- guided reading
- oral reading by learners
- modifying the text.

Post-reading activities:

- questions
- discussions
- writing
- drama
- artistic endeavours
- application and outreach activities
- reteaching.

A single scaffolded reading experience will suffice if the class is homogeneous. However, when there are learners with special needs, differentiated experiences with additional scaffolds are necessary. These have been highlighted in the example of Graves et al. (1996:16).

Prereading activities:

- relating the reading to the learners' lives
- motivating learners
- activating background knowledge

- teaching vocabulary and concepts
- pre-questioning, predicting and setting direction
- **building text-specific knowledge**
- (thumbnail sketches of characters, bookmarks with main characters names, preview the novel).

During reading activities:

- reading to learners (the first chapter)
- guided reading
- **reading to learners (additional chapters)**
- **modifying the text**
- (orally summarising).

Post-reading activities

- reteaching
- discussion
- writing or artistic activities.

An effective prereading strategy which is applicable for use with expository and narrative reading material and activating prior knowledge is the What I Know, What I Want to Know and What I have Learned (KWLS) strategy of Ogle (1989:208-221). Information can be tabulated as follows:

Table 14 KWL Chart

<b>K</b> What I Know	<b>W</b> What I Want to Know	<b>L</b> What I have Learned

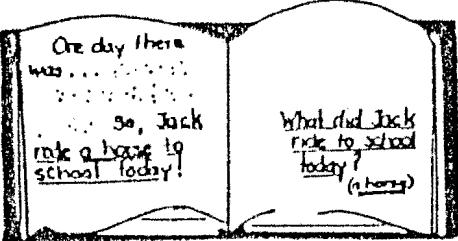
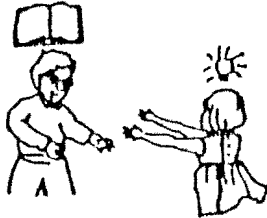
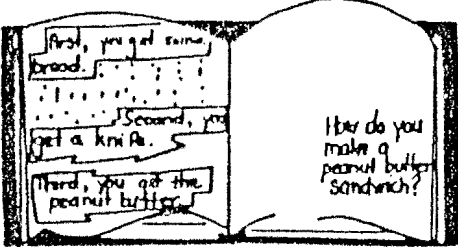
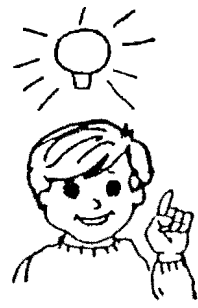
**K** – Learners brainstorm and write down all they know about the subject. This facilitates the activation of prior knowledge.

**W** – Expectations of what is to be learnt can be discussed and recorded. This assists the establishment of aims and objectives and allows learners to become focused on the task.

**L** – This can be compiled on task completion. A summary of what has been learned is made.

During reading strategies allow learners to engage with the text and attempt to solve problems using prior knowledge, predictions, visualisation, monitoring, adjusting ideas, making inferences and semantic maps. The Question Answer Relationships (QARS) formulated by Raphael (1986:516-522) facilitates reading comprehension as the learners are exposed to the four different types of answers and where they can be found. Two types, 'right there' and 'think and search' are in the text, but 'author and you' and 'on your own' are dependent largely on the reader's knowledge base.

Table 15 Question-Answer-Relationships

In the Book QARs	In My Head QARs
<p><b>Right There</b> The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are Right There in the same sentence.</p> 	<p><b>Author and You</b> The answer is <i>not</i> in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.</p> 
<p><b>Think and Search</b> (Putting It Together) The answer is in the story, but you need to put together different story parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.</p> 	<p><b>On My Own</b> The answer is not in the story. You can even answer the question without reading the story. You need to use your own experience.</p> 

Post reading strategies can take the form of concept maps, semantic maps, Venn diagram and mind maps, to name a few.

The 'Think-Aloud' method of Davey (1983:45) is recommended to model strategy usage. The think-aloud method complements direct instruction as underlying strategies are explained and explicit reference is made to strategic conscious monitoring of cognitive activities through verbalisation. While

teaching, the teacher models the cognitive processes which are at work by verbalising his or her thoughts out loud, thus enabling the learners to see how they may use their cognitive processes in a reading activity. Examples of modelling are predictions, visualisations, confusions, monitoring, analogies and other examples:

- Predictions:  
 “From the information it would seem that we are being warned that something nasty is going to happen”. (Learners can be encouraged to find the words that suggest warning and why the prediction can be made).
- Visualisations:  
 “I am making a mental picture of the scene”. This is followed by a description of the scene.
- Confusions:  
 Confusing points need to be solved. “Now I am confused, first they said this and now they say this”.
- Monitoring or fix-up strategies:  
 “This doesn’t make sense, I think I will read on, perhaps there will be a clue in the next few sentences”. “I wasn’t paying enough attention, I will have to reread this paragraph”. This word is a problem. I will use a word attack skill or read on”.
- Analogies:  
 “This reminds me of that scene earlier when...”
- Other examples include:  
 Restatements, paraphrasing, rereading, deliberate attention to relationships by using cause-effect, statement support and demanding perspective or context and recognition of a problem.



*Reciprocal instruction* (Palincsar & Brown 1984:120) takes place in a cooperative learning group where guided practice is used to apply specific strategies to facilitate reading comprehension. The goal of reciprocal instruction is to promote the independent application of the strategies which have been taught. These strategies must be modelled in applicable contexts, focusing on text content and the learners' understanding of the purposes of the strategy. The teacher takes the lead and models the strategy being taught. The learners then take it in turn to lead the discussion incorporating the strategy and the teacher withdraws to play a supportive role providing feedback in the form of advice or providing additional modelling as and when required.

An integrated approach involves the integration of skills, strategies, processes and understandings with the whole language approach. Harris and Graham (1996:26) are convinced that "we must provide explicit, focused, and, at times, isolated instruction to the extent needed – and integrate it into the larger literacy context".

*The Directed Reading-Thinking Activity (DRTA)* of Stauffer (Bos & Vaughn 1991:166-168) is proposed to provide explicit teaching. DRTA aims at providing readers with the ability to decide on the purposes of the particular reading task, extract, comprehend and assimilate information, predict while reading, suspend judgements and make decisions based on evidence gained from reading. Reading material may be expository or narrative and any level of difficulty. Learner actions include predicting (setting purposes, reading (processing ideas) and finding proof by testing their answers. Teacher actions involve thought activation (what do you think?), agitation of thought (why do you think so?) and requiring evidence (prove it). DRTA can be summarised thus:

- Identify purposes of reading (individual, group)
- Adjust the rate of reading according to set purposes (survey, skim, scan, read critically)
- Observing the reading
- Developing comprehension
- Fundamental skill training activities (discussion, further reading, additional, study, writing).

In addition to the strategies already mentioned as examples of modelling, a paraphrasing strategy (Schumaker, Denton & Deshler 1984:58) with the acronym RAP (**R**ead **A**sk questions **P**araphrase) Fix-ups (Lategan 1994:166), TCP-QR (**T**itle **C**aptions **P**ictures – **Q**uestions **R**eadings) (MacKay 1998:4) and SQ3R (**S**urvey **Q**uestion **R**ead **R**ecite **R**eword) (Lategan 1994:188-190) and 'Questions I can ask as I read' (Bergman 1992:599) are included.

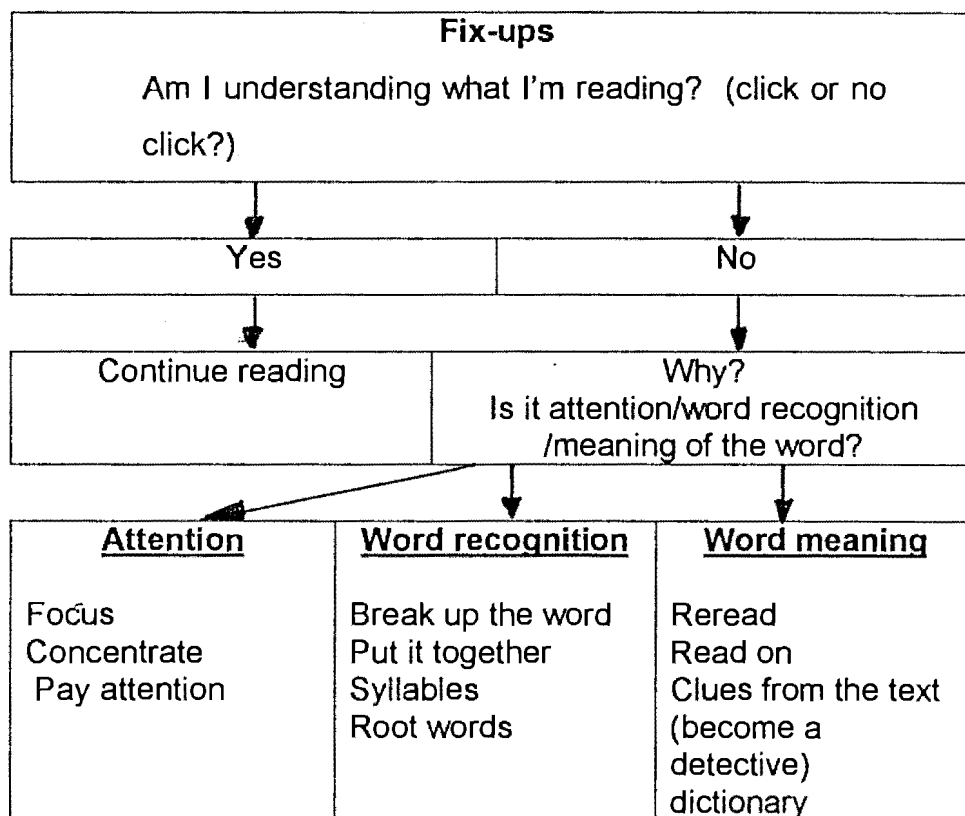
*RAP* (**R**ead **A**sk questions **P**araphrase) is a strategy that facilitates comprehension. Learners read and ask questions (who? where? when? what? why? and how?) as they read, to facilitate the identification of main ideas and these are then put into their own words in a paraphrase. RAP is tabulated for easy reference.

Table 16 A Paraphrasing Strategy: R A P

<b>R</b>	<b>A</b>	<b>P</b>
<b>Read</b>	<b>Ask and Answer Questions</b>	<b>Paraphrase</b>
Text	(Who? Where? When? Why? What? How?)	Formulate the main ideas (answers to the questions into own words)

Fix-ups involve correcting (fixing) difficulties with attention, word recognition and meaning while reading text. Readers monitor their reading by asking themselves whether it is making sense, or whether they are understanding. If the answer is in the negative, further questioning ensues in order to ascertain the cause (attention, word recognition, meaning). A lack of attention is corrected by consciously focusing and paying attention. Word recognition is corrected by word recognition strategies (phonic, structural and contextual). Word meaning can be corrected using contextual clues and if necessary, dictionaries. This information is tabulated.

Table 17 Fix-ups: a comprehension monitoring strategy



*TCP-QR* (Title Captions Pictures – Questions Reading) has been named by MacKay (1998:4) after the antiseptic TCP, as first aid is necessary for what he refers to as the 'sore bits'. The title, captions and pictures are scrutinised for clues for predictions and relating new to prior knowledge. Questions are asked to highlight key words for content and activity as well as checking and verifying the predictions made. The different ways of reading are used as determined by the goal. This strategy is tabulated for clarity.

Table 18 First Aid for the 'sore bits': TCP-QR

<u>Title</u>	<u>Captions</u>	<u>Pictures</u>	<u>Questions</u>	<u>Reading</u>
What will this piece be about?	Anything in boxes/bold-related to the title?	How do the pictures help when we think about the title and the captions?	Read any questions  Highlight key words for content (fact + ideas) and activity (what to do)	Read for detail  Skimming Scanning for answers –  Important questions to ask throughout: 'does this help?', 'did I anticipate this?', 'what will happen next?'
How does it fit into what we are already doing?	Any questions or observations?			
What do we already know about the subject?				

**SQ3R (Survey Question Read Recite Review)** (Hoover 1989:453) is a study strategy which has been slightly adapted by the researcher in that in place of 'recite' the word 'reduce' has been substituted as mind maps or graphic organisers are made to reduce the information to key elements prior to reviewing. Survey implies taking an overall view of the text to be read (paragraph, chapter, unit of work). This allows for a holistic perspective by taking into account, headings, print and graphic aids etc. There may already be preset questions but questioning assists in focusing as readers look for the answers. Establishing goals assists purposeful reading. Reduce requires the identification of main ideas, topic sentences and key information. This is recorded as a mind map or graphic organised to facilitate reviewing.

Table 19 A Study Strategy: SQ3R

<u>Survey</u>	<u>Question</u>	<u>Read</u>	<u>Reduce</u>	<u>Review</u>
Skim taking note of: 1 <sup>st</sup> paragraph, headings, print, bold, italics, summaries, graphic aids – sketches, illustrations, pictures.	Direct questions re headings, sub-headings 5 'wh' questions (who, what, when, where, why) and 'how'	Read the text with understanding  Attend to the questions under Q  Look for key words  As learners read, relate to what has already been read  Silent reading	Make a mind map using key elements  Colour and draw pictures	Mind maps  Graphic Organiser  Explain to a peer

*Questions I can ask as I read* (Bergman 1992:599) is proposed as a comprehension monitoring strategy to facilitate strategic reading and focusing on important information for recall.

Questions are geared to finding the main idea (to get the gist), predict, visualise, summarise, think aloud and problem-solving. Predictions and visualisations require verification and decision.

Table 20 Questions I can ask as I read

<b><u>To get the gist</u></b>	<b><u>Predict-verify-decide</u></b>	<b><u>Visualise-verify-decide</u></b>	<b><u>To Summarise</u></b>	<b><u>To Think Aloud</u></b>	<b><u>Solve problems And help when I don't understand</u></b>
What is the story about?	What's going to happen next?	What does this (person/ place/ thing) look like?	What's happened so far?	What am I thinking?	Shall I guess?
What is the problem?	Is my prediction still good?	Is the picture in my mind still good?	What makes me think so?	Why?	Ignore?
What is the solution?	Do I need to change my prediction?	Do I need to change my picture?			Re-read Or look back?
	What makes me think so?	What makes me think so?			Why?

The classroom context provides numerous opportunities for *social interaction* as in communication, collaboration, cooperative learning, peer tutoring and different formats. As such it is a social context.

(iv) *The social context*

Communication refers to the meaningful use of the four traditional components of the language arts, speaking, listening, writing and reading as well as nonverbal modes of expression. Collaboration

facilitates the development of a community of learners. Through collaboration, learners can work together in a language-focused environment to achieve meaningful results. Learners can be encouraged to work as a team as in cooperative learning groups and peer tutoring, in order to provide the opportunity for interaction in understanding and constructing the meaning of texts. This gives learners access to different points of view and thus a more extensive social context. The sharing of oral and written texts is also encouraged. Lessons can take place in different formats, such as, whole class activities or in small groups.

Continuous assessments of each individual are made and the necessary adjustments executed accordingly. Assessment can be incidental, informal or formal and it can be done by the teacher, peers or learners themselves (self assessment). That the learners perform the task and the effort involved is more important than how competently it is done. The most powerful teaching builds on competence.

Expanded opportunity, one of the principles of outcomes-based educations (OBE) plays a significant role in so far as individual assessment is concerned. Spady (1994:10) explains that OBE has four 'power' principles to guide decision making and action: clarity of focus; expanded opportunity; high expectations for all to succeed and design down. They work together but the principle of expanded opportunity to achieve outcomes is of particular significance to learners experiencing barriers to learning and development. Expanded opportunity implies that if learners have not achieved first time around, they can be given additional opportunities to meet the assessment criteria. Spady (1994:15) notes "The ground rules governing how this principle will be applied should reflect the tension and inconsistencies among student



learning rates, effort delivery schedules, timeliness and appearances of procrastination". In this way, expanded opportunity facilitates the meeting of individual needs. It also facilitates the move away from the idea that every learner must do the same amount of work, on the same level of difficulty, in the allotted time.

Every learner is unique, this requires that significant attention is paid to the learners' zones of proximal development (cf. 2.2)

#### 4.2.2.3 *The zone of proximal development*

For learners to be challenged and supported, they will need to work in their zone of proximal development. Work which is too easy, boring and non creative has a detrimental effect on learners who are in need of stimulation and extension. Conversely, too much work which is also difficult, will have negative effects on learners with difficulties. The advantages of collaborative and cooperative learning can never be over emphasised as competent peers can contribute immensely to facilitating learning in the zone of proximal development. Teachers should not see themselves as one adult with many learners, but rather an adult with many collaborators. Diagrammatically this programme can be represented as follows:

Table 21 A programme to meet individual needs

<u>All within the learners' zone of proximal development</u> Challenge and Support Performance before competence		
<u><b>The Reader</b></u> Self regulating learner  Constructs meaning by implementing strategies  Competent in language  Independent readers and writers  Motivated and responding  Member of a community of learners	<u><b>The Text</b></u> Authentic text  Thematic units  Narrative and expository  Literature based  Modes of reading (Independent, cooperative, teacher-guided, shared, reading aloud)  Modes of writing (Independent, collaborative, shared)  Immersion in print  Spelling programme	<u><b>The Context</b></u> Literate environment  <u>Curriculum:</u> Integrated, learner centred; transactional  <u>Teacher:</u> Models, teaches reciprocally, strategically, explicitly, scaffolds, fosters strategy implementation, immerses learners in print  <u>Social context:</u> Community of learners: collaborative, peer tutoring  Assessment continuous (peer, self & teacher).
<u>All within the learners' zone of proximal development</u> Challenge and Support Performance before competence		

### 4.3 INDIVIDUAL EDUCATIONAL PROGRAMMES

The intention is to ensure that the classroom fits the needs of the learners, not vice versa (cf. 3.5). Therefore the criteria that learners with barriers to learning and development “keep up” with the class is not applicable. To ensure that individual needs are met, Individual Educational Programmes (IEPs) can be compiled for the relevant learners. IEPs are written programmes designed to meet the individual needs of each learner experiencing barriers to learning and development. Ashman and Elkins (1998:526) state that “It includes a statement of the student’s present performance, instructional objectives and goals (sometimes called the Individual Education Plan) services required by the student and evaluation procedures to be used”. Most schools have a Special Needs Coordinating Committee consisting of appropriate staff such as special needs or learning support teachers and the class teacher of the learner for whom the IEP is being compiled. This committee meets on a weekly basis to discuss relevant issues and plan programmes.

### 4.3 CONCLUSION

It is accepted that there is no one best way to teach learners to read, but there is no doubt that when reading is viewed as the construction of meaning, it is necessary for the reader, the text and the context to interact. For positive results ensuring that individual needs are met, the reader, the text and the context, must be *matched*. This also ensures that the focus is on minimising, removing and preventing barriers. In the next chapter, the research design is elaborated upon.

## CHAPTER 5

### RESEARCH DESIGN

#### 5.1 INTRODUCTION

Research is used to facilitate understanding the world around us. Dane (1990:4) defines research as a “critical process for asking and attempting to answer questions about the world”. In research, different techniques, such as questionnaires, interviews and experiments are used to question and try to find answers. Thereafter, a critical evaluation of the findings is made. The methods used are heavily influenced by the goals of the research, which may be to explore, describe, predict, explain or act (Dane 1990:5-9).

In this research study, an attempt is made to describe the process involved in finding ways for mainstream teachers to meet the individual needs of learners, specifically in terms of reading. To every study, there is an aim and a selected population from which data is gathered using various techniques. The aim influences the selection of the research methodology which, in turn, provides the point of departure for the research method. Whether hypotheses are stated or assumptions made, is dependent on the method used. Finally the results are interpreted critically. The chapter includes a description of the aim, methodology, method and assumptions and concludes with an explanation of what to expect in the following chapter.

#### 5.2 THE AIM OF THE RESEARCH

The question being asked in this study pertains to *how teachers can enhance the teaching of reading in order to meet individual needs and accommodate diversity in a mainstream context*. In addition it is questioned how teachers

without specific training in reading deficits, will be able to assist learners for whom reading is difficult. The aim of this study then is to provide teachers in mainstream schools with guidelines to enhance the teaching of reading within the context of inclusion. As part of the action research, a thorough literature study will be made of reading, reading methods, policies and practices of integration and inclusion, specifically in Australia, New Zealand and the United States of America. A programme will be compiled from this information, data gathered and the researcher's practical experience and implemented in an intermediate phase, mainstream class as a case study. From the results of this research, guidelines will be formulated to facilitate meeting the needs of individual learners through the teaching of reading. The final chapter comprises a synopsis of the study, a description of the findings and recommendations.

The research setting is the context in which the research takes place and therefore warrants description. This whole study will proceed through a number of cycles due to the cyclic processing of the action research (cf. 5.5.2). Each cyclic process which consists of four 'moments' (planning, acting, observing and reflecting) is referred to as a *cycle*. In totality, the study comprises *four cycles*. *Cycles one and two* are preparation cycles for the *third and fourth cycles* which constitute the *case study* (cf. 5.6). Cycles one and two each have their own setting, but cycles three and four share the same setting.

### **5.3 RESEARCH SETTING**

Various settings are evident in cycle one.

#### **5.3.1 Cycle one**

The researcher visited three schools in Brisbane, Australia and was granted an interview with Dr Van Kraayenoord, a senior lecturer of the Fred and

Eleanor Schonell Special Education Research Centre at the University of Queensland. The interview took place in her office. The schools were large, coeducational, suburban state schools, catering for learners from year one to year seven. Classes averaged between thirty and thirty-five learners. The learners at The Gap State School (cf. 6.2.2.1; Table 22A) and Ashgrove State School (cf. 6.2.2.1; Table 22C) were not viewed as high need learners. The learners were learning in their mother tongue and the majority were from homes of working parents enjoying comfortable socio-economic status. Learners experiencing difficulties were referred to special needs committees and then withdrawn by the Support Teacher Learning Difficulty (STLD). The largest and most inclusive of the schools visited was MacGregor State School (cf. 6.2.21; Table 22B). There are over one thousand learners in this school which comprises mostly Asian learners for whom English is a second language. Very intensive support programmes are in place to accommodate individual needs.

In Auckland, New Zealand, four state schools were visited as well as a personal interview with David Bullock, Area Manager (Auckland North West) Specialist Education Services. The interview took place in his office. Two schools (Edmonton cf. 6.2.2.2; Table 23A: Rutherford cf. 6.2.2.2; Table 23B) are primary schools catering for learners in Year 0 to Standard 4. Te Atatu (cf. 6.2.2.2; Table 23D) and Rangeview (cf. 6.2.2.2; Table 23E) are Intermediate schools catering for learners in their seventh and eighth year (Forms 1 and 2). The schools are multicultural with prominence being given to the Maori culture. For many learners, English is a second language. The schools are smaller and class sizes vary but are usually smaller at the junior school level (Years 1-3). The school's policy regarding learners with special needs is largely influenced by that of the Principal. Segregated policies are prevalent.

Information regarding the visits to the schools and the two personal interviews are tabulated for reference (cf. Tables 22 A,B,C; 23 A,B,D,E).

The workshop on the Implementation of Inclusion in South Africa (cf. 6.2.2.3) was hosted by Dr Petra Engelbrecht at the University of Stellenbosch in Stellenbosch, South Africa. It was held in July which is vacation time for all students. The main speakers were visiting lecturers, Dr Chris Forlin from the University of Southern Queensland, Toowoomba, Australia and Professor Alan Dyson from the Special Needs Research Centre, University of Newcastle, Newcastle upon Tyne.

Using the information gleaned from the overseas visits, the workshop and the literature survey, the researcher will practically implement ideas, strategies and methods in different contexts, with the aim of compiling a reading enhancement programme. The setting for cycle two is a local private school.

### **5.3.2 Cycle two**

The researcher is involved in a part-time, private capacity providing reading enhancement programmes at a local private school. This was seen as a good opportunity to effect the different ideas with the aim of compiling a programme to meet individual needs. This preparatory school is of longstanding and tradition for boys from preprimary to grade seven. English is the medium of instruction. Some of the boys board but the majority are day scholars. Representation is mainly from the more affluent homes due to the high cost of private education. Although these learners are from the more privileged sector of society, there are nonetheless learners who experience reading difficulties. The barriers to learning and development may be considered to be the result of an inflexible curriculum and language and communication difficulties. An inflexible curriculum involves a lack of innovative classroom teaching practices and classical teaching which does not promote the

accommodation of diversity. Some learners are learning in their second or third language hence inhibiting communication. The school relies on private practitioners to supply additional services (including the reading enhancement programme administered by the researcher). Parents pay for these services over and above the fees. Boys needing support are withdrawn from the classroom context and attend sessions mostly in groups. In addition to the private work, the researcher was asked by the headmaster to administer a reading enhancement programme to the grade four, five, six and seven classes for half an hour per week during the third term. In the fourth term, the researcher filled a locum post in grade five.

### **5.3.3 Cycles three and four**

The setting for cycles three and four will be a multicultural, mainstream, state school with representation from a wide socio-economic spectrum. All state schools will be subject to the legislation regarding inclusion (cf. 1.2.9). Apart from the proximity of the school, an additional advantage is the deep commitment to Outcomes Based Education (OBE) (Naicker 1999:14). There are 450 learners in the school, with classes averaging between 25-30. Grade six and seven have subject teaching for certain subjects, such as Zulu, History and Geography. The class also spends an hour at computers as well as an hour in the media centre. Within the staff there is a diverse range of experience and qualifications. The team work and collaboration of the staff deserves special mention. The intermediate phase is the general focus of the study. The researcher was invited by the Principal of the school to observe one of each grade in the intermediate phase with a view to selecting a class in which to do action research. As one of the questions the researcher was attempting to answer revolved around how teachers without specialist training would cope, it was important that the teacher had no specialist training. A grade six teacher perceived to be flexible, interested and concerned that she was limited in assisting her learners who experienced reading difficulties, was



approached. Within this class a randomly selected heterogeneous group of six learners would be identified for further assessment and participation.

Several techniques for gathering data will be used.

## **5.4 RESEARCH TECHNIQUES**

In order to gather the data required for the study, interviews, surveys, participant observation and documents and records will be used.

### **5.4.1 Interviews**

Generally, the aims of an interview influence the type selected. Interviews can be structured, unstructured, analytic, in-depth, individual or group (Van Den Aardweg & Van Den Aardweg 1988:120,121). The aim of the *Reading Interview* by Goodman, Watson and Burke 1987 (Rhodes 1993:7,8) (Appendix C) is to establish the reader's view of the reading process, the model they believe teachers to be postulating and how the reader's history of learning-to-read might have affected perceptions of reading. In addition, strategies the readers can verbalise are exposed as are the readers' impressions about what effective readers are and do. In order to obtain accurate information in a more flexible, informal manner, structured interviews with predetermined questions will be used. The researcher will interview each class member in individual, oral interviews, ask preset questions and record the answers which the respondents give freely.

An advantage of interviews is that they are appropriate for all ages. In addition, they provide the opportunity to extract more factual information to elucidate and clarify answers, as opposed to providing opinions and opportunities. In an individual interview situation, the learners can be free of pressure to respond candidly. From the interviewer's perspective, neutrality,

objectivity and being non-judgmental is important. The interviewer controls the interview, monitoring the pace and direction of the social interaction as well as the content of the answers and the behaviour of the respondents (Van Den Aardweg & Van Den Aardweg 1988:120,121).

The teacher will be interviewed to ascertain her *Beliefs about Reading and Writing* (Lipson & Wixson 1992:343-345) (Appendix D) and to evaluate *the Workbook and Seatwork Activities* (Lipson & Wixson 1992:417) (Appendix E). The content, format and use of workbook and seatwork activities forms part of the evaluation of the materials and text used in the classroom.

Data will also be gathered via the use of surveys.

#### **5.4.2 Survey**

A survey offers the opportunity to ask open or closed questions, usually in a questionnaire format, with the aim of collecting information (Van Den Aardweg & Van Den Aardweg 1988:59).

Each member of the class will complete two surveys which are in questionnaire format with closed questions, *A Reading Survey* (Rhodes 1993:4,5) (Appendix F) and the *Denver Attitude Survey* (Rhodes 1993:17,18) (Appendix G). The *Reading Survey* investigates the learners' perception of reading and reading instruction while the *Denver Attitude Survey* seeks to ascertain the attitudes of the learners to reading.

Although referred to as 'Checklists', they conform to the format of structured questionnaires in that responses are chosen from options provided. As such the checklists will be treated as questionnaires.

### 5.4.3 Questionnaires

Questionnaires where respondents are provided with a sheet of prepared questions which they are required to answer, will be utilised. Questionnaires may be structured (closed) or unstructured (open). In structured questionnaires, respondents select from the alternative answers provided. This facilitates the analysis thereof, but the choice is limited for the respondents. The unstructured questionnaire provides the respondents with the opportunity to give their own response, but they are open to omitting significant details or prioritising that which is insignificant. Information analysis is complicated due to the variety of responses. Although the researcher is aware of the disadvantages which include the possibility of misunderstanding the questions and that questionnaires can be time consuming for respondents, it was felt that the advantages outweighed the disadvantages. The advantages of questionnaires are evident in their time and economic efficiency. They are productive, pragmatic and free of the interviewer's influence. All respondents receive the same instructions (Van Den Aardweg & Van Den Aardweg 1988:190).

In order to establish reader background, all the grade six learners in the case study will be required to complete Bader's (1983) *Learner Priorities Checklist* (Lipson & Wixson 1992:103) (Appendix H).

The teacher will be required to complete four checklists. Two checklists cover the materials and text used in the classroom. The *Readability Checklist* which is based on the checklist of Irwin and Davis (1980) cited by Lipson and Wixson (1992:412,413) (Appendix I) to ascertain the understandability and learnability of reading materials. Learnability is rated in terms of organisation, reinforcement and motivation. Secondly, the *Seatwork Analysis Form* (Lipson & Wixson 1992:416) (Appendix J). The kinds of seatwork and proportion of time spent on seatwork is ascertained. The remaining two

checklists pertain to the instructional context. By the teacher's indication of 'yes' or 'no' to questions, her *Theory of Reading* (DeFord 1985) cited by Lipson & Wixson (1992:6) (Appendix K) can emerge, as can her instructional focus. The *Instructional Focus Sheet* (Lipson & Wixson 1992:365) (Appendix L) is a checklist to determine whether learners

- Have opportunities to develop positive attitudes to reading.
- Are directed to important content in their reading and writing.
- Have ample opportunity to acquire important process skills.

The researcher will use the checklist entitled *Assessing Classroom Organisation* (Lipson & Wixson 1992:347) (Appendix M) to assess classroom organisation, grouping practises and the physical setting.

Documents and records can take various forms.

#### **5.4.4 Documents and records**

Documents and records provide background information and observations of daily activities (Mertens & McLaughlin 1995:52). The sources are varied but tapes (audio and video) and curriculum materials are mainly used in cycle one (cf. 6.2) to gather data overseas. Interviews and conversations were taped and classroom contexts videotaped. Curriculum materials include examples of reading and writing programmes, journal articles and books. The researcher also took copious notes. The photographs (Appendix N) reflect the classroom context at intervals during cycles three and four.

Observation plays a significant role in action research.

#### 5.4.5 Participant observer

The stance of participant observer in participant observation is fundamental to carrying out naturalistic research (cf. 5.5.1). There is a dual purpose in that the researcher aims to participate and simultaneously observe one's self and the participants. A great deal of introspection is required in order to understand the experiences more fully. It is also important to be explicitly aware and not take anything for granted. All that is seen and experienced is carefully recorded. Selection can be made from several types of observation which vary on a broad continuum of kinds and degrees of participating. For this study passive and moderate observation has been selected. Passive observation requires that the researcher is present but not involved with the participants. With moderate observation, the researcher intersperses the roles of observer and active participant (Mertens & McLaughlin 1995: 50,51).

Observation is pervasive to the action research with every development being under scrutiny. During the action 'moment' it is necessary to observe that everything is going according to plan. Adaptations and modifications are made accordingly, so observation is continuous. The readers, the text and the context are the focus of the observation in this study. To ascertain reader knowledge about reading, an *Observation Guide for Reading Knowledge* (Lipson & Wixson 1992:113) (Appendix O) will be used, particularly in the assessing the learners in the mini study (cf. 5.6).

A summary of the data gathering techniques is tabulated as follows:

Table 29 Data gathering techniques

Technique	Reader	Text	Context
<b>Interviews</b>	<i>Reading Interview</i> (Goodman, Watson & Burke 1987 cited by Rhodes 1993:7,8) (Appendix C)	Appendix E (cf. Interview: Teacher)	<b>Teacher:</b> <i>Beliefs about Reading and Writing</i> (Lipson & Wixson 1992:343-345) (Appendix D)  <i>Workbook and Seatwork Activities</i> (Lipson & Wixson 1992:417) (Appendix E)
<b>Surveys</b>	<i>A Reading Survey</i> (Rhodes 1993:4,5) (Appendix F)  <i>Denver Attitude Survey</i> (Rhodes 1993:17,18) (Appendix G)		
<b>Questionnaires</b>	<i>Learner Priorities Checklist</i> (Bader (1983) (Lipson & Wixson 1992:103) (Appendix H)	<i>Readability Checklist</i> (Irwin & Davis (1980) cited by Lipson & Wixson 1992:412,413) (Appendix I)  <i>Seatwork Analysis Form</i> (Lipson & Wixson 1992:416) (Appendix J)	<b>Teacher:</b> <i>Theory of Reading</i> (DeFord 1985) cited by Lipson & Wixson (1992:6) (Appendix K)  <i>Instructional Focus Sheet</i> (Lipson & Wixson 1992:365) (Appendix L)  <b>Context:</b> <i>Assessing Classroom Organisation</i> (Lipson & Wixson 1992:347) (Appendix M)
<b>Documents &amp; Records</b>	Photographs (Appendix W)	Photographs (Appendix W)	Photographs (Appendix W)
<b>Observation</b>	Continuous  <i>An Observation Guide for Reading Knowledge</i> (Lipson & Wixson 1992:113) (Appendix O)	Continuous	Continuous

## **5.5 RESEARCH METHODOLOGY**

There are two broad categories of research, qualitative and quantitative. The findings of qualitative research are described, whereas in quantitative research, the findings are quantified numerically. Qualitative research is used for this study.

### **5.5.1 Qualitative research**

Qualitative research is defined by Merriam (1998:5) as "an umbrella concept covering several forms of inquiry" that assist in the understanding and explanation of the meaning of social phenomena as naturalistically as possible. Qualitative research is phenomenologically based in that it is concerned with the fundamentals of a phenomena and it is experiential. It is used in this study because of the interest in understanding how the learners in a mainstream classroom interpret their world and their experiences with reference to their reading.

The researcher will be gathering and analysing data in the natural setting of the school and classroom. Existing theory is not tested, as the mode of analysis is inductive. Findings according to Merriam (1998:9) are "comprehensive, holistic, expansive and richly descriptive".

Qualitative research can be basic or generic, ethnological, phenomenological, grounded and as a case study (Merriam 1998:12). The case study (cf. 5.6) is the chosen method to conduct this study.

Reference is made by McNiff, Lomax and Whitehead (1996:12,13) to Bassey's (1995) distinction of research into three categories: theoretical, evaluative and action. Theoretical research involves nonjudgmental description, interpretation and explanation. Evaluative research also

embraces description, interpretation and explanation but in addition requires that evaluative judgments are made by researchers and others. Action researchers describe, interpret and explain events as they strive to enhance them. Key elements thus emerge: enquiry (describe, interpret, explain events), action (intent to alter events) and purpose (to enhance the event).

### **5.5.2 Action research**

Action research was according to Kemmis and McTaggart (1982:5) originally advanced by Lewin (1946) and consists of cyclic processes of four 'moments'; planning, acting, observing and reflecting (cf. 1.6.2).

Planning, is prospective to action as it needs to look forward to see the potential. Plans need to be flexible to provide for situational changes (foreseen and unforeseen) and strategic. Strategic, firstly because of the need to consider that social change is risky and there are political and material restrictions and secondly, to enable the practitioner to exceed the present restrictions to facilitate competency. Planning involves collaborating with participants.

The plan is the guiding principle of the intentional and directed action, as such the action 'moment' is retrospective. Practice is acknowledged as the practical implementation of ideas, with ideas as the launching pad for additional, purposeful action. Actions need to be flexible to accommodate situational changes, with modifications and adaptations being decisively made. Kemmis and McTaggart (1982:9) continue by recommending that cognisance be taken of three action gains: "the improvement of practice, the improvement of understanding (individually and collaboratively) and the importance of the situation in which the action takes place. In summary, the action 'moment' is the manifestation of "the practitioner at work: thoughtfully and constructively".

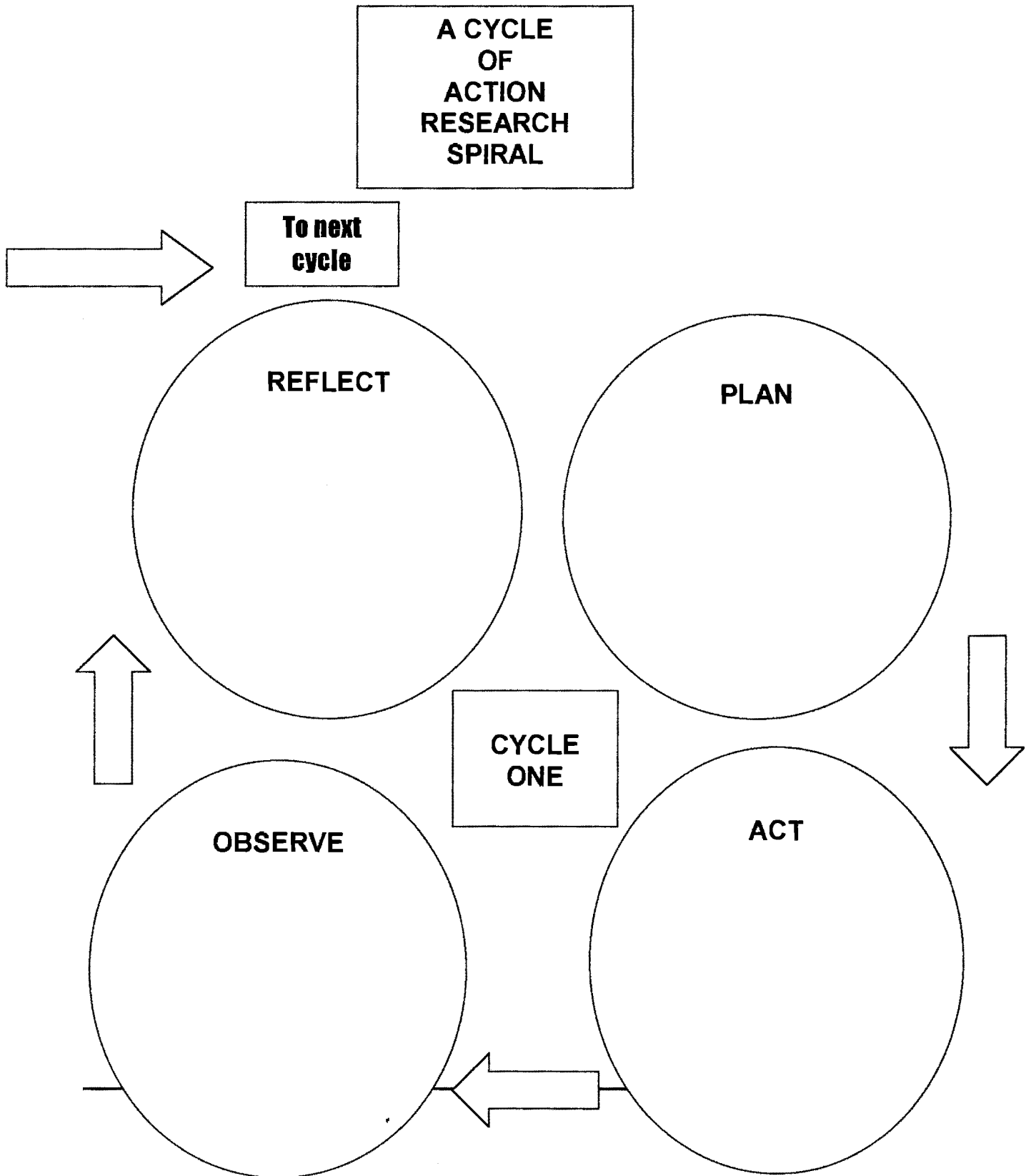


The third 'moment' is observation. It is prospective in that it is fundamental to reflection (short term and long term). This 'moment' involves observing the action process, the outcomes of the action (intentional and unintentional), the context of the action including its limitations and the influence of all these on the action. Observation requires planning, but in order to accommodate the unforeseen, (the action will always be influenced by realistic limitations not apparent beforehand) more than the preplanned categories and measurements must be taken into account. Observations must be perceptive, impartial and flexible. By providing a solid foundation for critical self reflection, observation is conducive to the improvement of practice.

The fourth 'moment' of reflection is retrospective in that the action as documented under observation forms a basis for further planning and successive actions. Processes, problems, issues and restrictions arising from the action are discussed, preferably in collaboration with participants and interested parties. There is also a need to assess and appraise as to whether the expected outcomes are being achieved and then devise the progression (Kemmis & McTaggart 1982:8,9).

*A cycle of the action research spiral is visually represented. Arrows indicate the direction flowing from each moment (planning to acting to observing to reflecting). Decisions made as a result of the observations and reflections determine the start of the next cycle, which is indicated.*

Diagram 1 The cyclic process of the action research spiral



Action research is used in this study for several reasons. Firstly, it is intrinsic to the research process. It is directed by the researcher's professional values as opposed to methodological considerations. As a practitioner, the opportunity is afforded to research one's own professional actions, making it 'insider research' (McNiff et al. 1996:14). Secondly, action research can be described as practitioner research, because "research is conducted by individuals in their own practices". Action research that is successfully administered can be advantageous in that the self-research through introspection, may result in personal development, the enhancement of professional practices, contribute to the institution in which the action research is carried out and benefit society generally. Thirdly, for research to qualify as action research, McNiff et al. (1996:8) state that praxis is mandatory. The authors continue by defining praxis as "informed committed action that gives rise to knowledge rather than just successful action". 'Informed' implies that it is participatory and collaborative as consideration is given to others' perspectives. Committed action presupposes that it is performed and deliberate in terms of values that have been analysed and can be demonstrated. It leads to knowledge from and about practice. The practical implementation of intentions in order to enhance practice and expand knowledge, constitutes the action and research, linking theory and practice. Fourthly, research contributes to knowledge when an area about which one wants to know more has been identified and uses research to resolve it. However, a knowledge increase goes beyond being personal knowledge when it can be publicised because it is backed by supportive evidence. Fifthly, action research is conducive to professional development because the researcher-practitioner desires to improve his/her practice. As others become involved, it provides the opportunity for collaboration. The input and involvement of collaborators is fundamental to action research (McNiff et al.1996:7,8).

Based on the above characteristics of action research, a qualitative case study will be made to investigate the teaching of reading in a mainstream classroom using a variety of techniques, to improve practice. A programme which has been compiled from theory and practice will be implemented in the belief that individual needs can be met provided several criteria are met. Through planning, acting, observing and reflecting, questions regarding what is happening, what should be done to improve the action, whether it is working and if there evidence of growth and development, can be entertained.

The study will constitute four action cycles. Cycles one and two are the preparation for cycles three and four, the case study. The holistic organisation of these cycles is explained.

The aim of cycle one (6.2) is, over and above the literature study, to find out about inclusion, inclusive contexts and reading within inclusive contexts. Cycle one thus includes a description of the planning, acting, observations and reflections of the visits to Australia and New Zealand as well as the workshop on the implementation of inclusion in South Africa.

Cycle two (cf. 6.3) comprises the description of the four 'moments' in terms of the practical implementation of what was observed in cycle one, in different contexts at a private school (cf. 5.3.2). The aim of this cycle is to compile a reading programme to meet all needs, which could be used in a mainstream classroom by a teacher without specialised training.

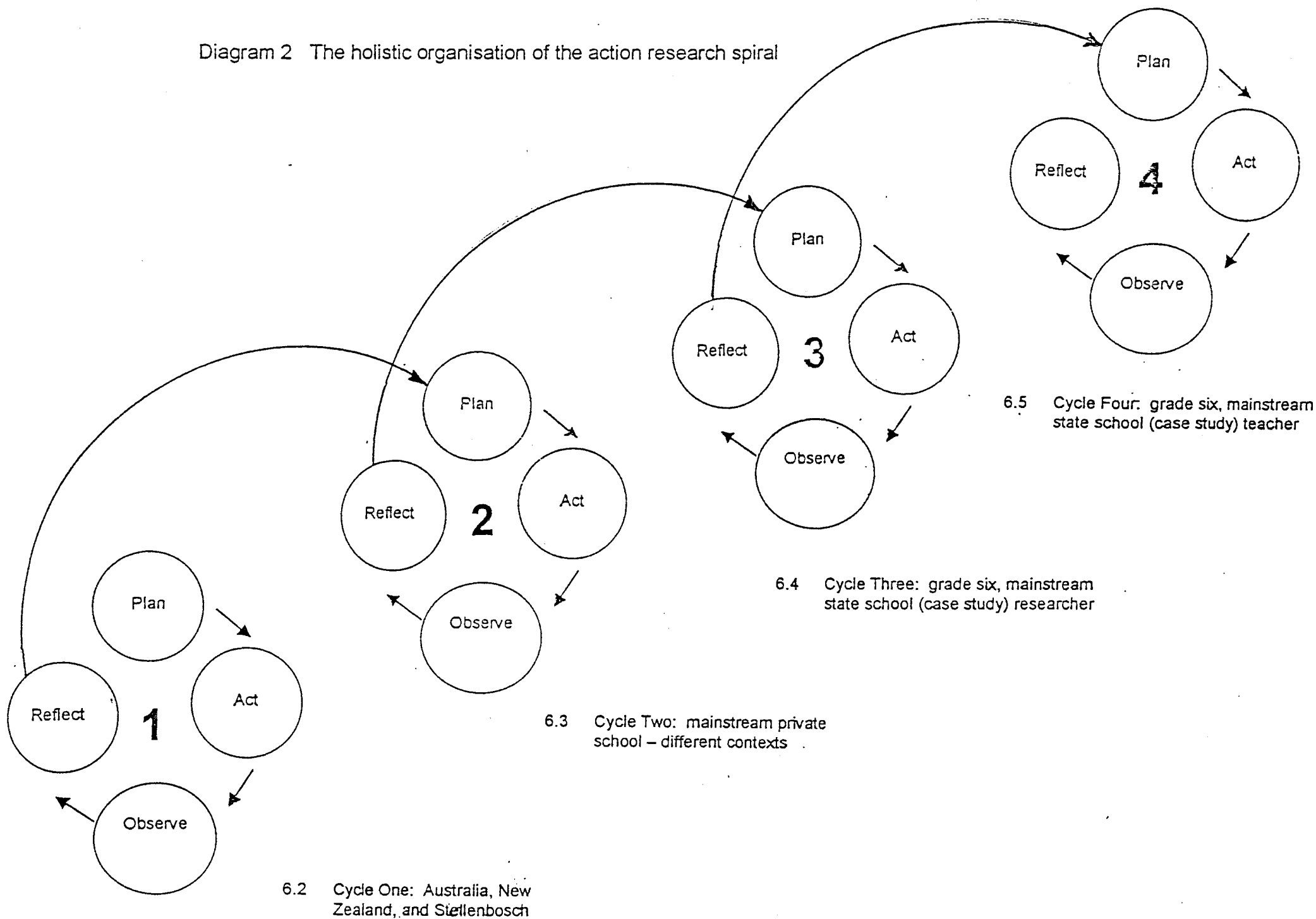
A reading programme (cf. Chapter four) evolved as a result of the planning, acting, observing and reflecting in cycle two. This programme was practically implemented by the researcher in a mainstream state school (cf. 5.3.3) as a case study (5.6) and constitutes cycle three (cf. 6.4). The data gathering

process, results and teaching practicalities of the programme are observed, reflected upon and described.

In cycle four (cf. 6.5) the teacher continued with the programme. The description of this cycle includes the observations and reflections and an indication as to the new direction.

A visual description of the holistic organisation of the study is diagrammatically represented:

Diagram 2 The holistic organisation of the action research spiral



### **5.5.3 Literature survey**

It is postulated by Kamil et al. (1985:75) that ethnographic research requires the defining of the "analytic whole". This is accomplished by a comprehensive literature study, whereby relevant, preceding ethnographic work and the up to date information as it recurs, is consulted. The literature study generates theoretical information to guide reflections, decisions and activities in practice.

For Van Den Aardweg and Van Den Aardweg (1988:198) the literature study is defined as seeking "to penetrate beyond fact finding to the discovery of applicable generalisations or principles". This implies that a literature study is more than just organising a summary of pertinent information, the researcher needs to contribute something new and significant too. The documents considered besides the latest research findings, would include interpretations of other researchers and all available authoritative sources. The bibliography indicates the range of literature reviewed for the study of reading, reading instruction and inclusion.

## **5.6 RESEARCH METHOD: A CASE STUDY**

The reading practices in a grade six class need to be analysed and described. As the qualitative case study is "an intensive, holistic, description and analysis of a single instance, phenomenon or social unit" (Merriam 1998:27), it is conducive to this study. The case study presupposes a thorough, indepth study through observation, self reports and any other means (Mertens & McLaughlin 1995:48,49; Van Den Aardweg 1988:59).

Case studies, according to Evans (1995:95) are conducive to being described in a naturalistic form, using a narrative, descriptive style. The process is emphasised in a case study with consideration being given to authentic

events and context, taking place in authentic time. The process of reading, how readers read and are instructed to read in the natural setting of a classroom, in the present time, are the concerns of this study. The researcher is seeking understanding of these phenomena in order to improve practice. The aim of assessment should be for intervention which can then be monitored and adapted timeously. The outcome of the treatment which is in the form of a reading enhancement programme, is not as important as the processes involved. These processes will be observed, monitored, and reflected upon. In terms of the prominence given to processing, it will be necessary to conduct additional assessments to establish the learners' levels of functioning and processing and as such, determine abilities and needs. Within the class as a bounded unit, six learners will be randomly selected by the teacher as a mini case study. The learners' needs and abilities in terms of reading will be determined, specifically as regards word recognition, prior knowledge, the use of strategies, recall and the comprehension of narrative and expository texts. These will be assessed using the *Qualitative Reading Inventory II* (Leslie & Caldwell 1995:97-98 (Appendix P); 213, 219-221 (Appendix Q); 214, 222-224 (Appendix R); 217, 232-234 (Appendix S); 238, 244-247 (Appendix T); 241, 254-256 (Appendix U). The researcher has elected to use this informal reading inventory in preference to standardised tests for the following reasons. From the description of the reading process (cf 2.4), prior knowledge is an important verifier of reading comprehension. Prior knowledge is assessed via the concept questions in the informal inventory. Explicit and implicit comprehension items are included in the informal inventory therefore the focus is not only on literal comprehension. The reader's use of reading strategies and inferencing can be assessed in expository and narrative texts.

The examiner word lists (Appendix P) are administered in order to establish the level of reading. There are three levels of attainment: independent (the reader must attain 18-20/20, 90-100%); instructional (the reader must attain



14-17/20, 70-85%) and frustration is evident if the reader attains any score below 14/20 (below 70%).

Having established the level of reading, an example of narrative (Appendices Q,R,T) and expository text (Appendices S,U) is selected. Prior knowledge is assessed by asking the concept questions. Each answer can be judged according to a four point scale of 3-2-1-0. In this way the degree of familiarity or unfamiliarity is also established.

Readers may read orally or silently from level five. Miscues in oral reading can be analysed according to the *Miscue Analysis Worksheet* (Appendix V). Miscues can be analysed in terms of their being graphically similar in the initial and/or final position, semantically acceptable or self corrected. The number of total miscues suggests the *total accuracy* and the number of meaning change miscues suggests the *total acceptability* of the miscues. If the miscues have not affected the meaning of the text, they are deemed semantically acceptable. These are also scored according to the three levels: independent (0-7 miscues), instructional (8-31 miscues) and frustration (32+ miscues). The readers are timed and the speed in terms of words per minute (WPM) is calculated by multiplying the number of words in the story by 60 and dividing this total by the number of seconds of the reader's time ( $297 \times 60 / \text{_____ seconds} = \text{_____ WPM}$ ). Readers are expected to recall what they have read and these can be checked against the list of ideas categorised as setting/background, goal, events and resolution. Comprehension questions comprise explicit and implicit answers. To score on an independent level, requires a score of 8/8 (4 implicit, 4 explicit); instructional level 6 or 7 correct and a score between 0 and 5, indicates a frustration level.

Processing also requires an explanation of the cause. The includes explanations of the reason or reasons for what has been brought to light and the verification of the process by which treatment had the effect it did

(Merriam 1998:33). Assessment includes ascertaining which barriers to learning and development are inhibiting learners (Landsberg & Burden 1999:36).

Evans (1995:96) alludes to the interactive nature of the case study in that it is conducive to an interactive, personally involved style of data collection. Reading in itself is interactive as the reader, the text and context interact to construct meaning.

Special features of the case study are that it is particularistic, descriptive and heuristic. It is particularistic in that there is a specific focus on a particular situation. In this study the situation is a classroom context with a teacher and grade six learners. It is descriptive as the experiences and findings will be described fully. An increase in the understanding of reading and reading instruction in the grade six class will be facilitated, thus fulfilling the heuristic feature (Merriam 1998:29,30).

The concrete (as opposed to an abstract one) nature of the case study appeals, as does the fact that it is firmly grounded in context. Readers can utilise their prior knowledge of experiences and understanding to assist in linking existing to new knowledge (Merriam 1998:31,32).

Certain assumptions are made for this research study.

## **5.7 ASSUMPTIONS OF THE RESEARCH**

It is assumed for this action research that the learners having reached grade six, are literate, but that for some reading and writing is not easy. It is assumed that there are many different reasons for these reading difficulties. Whilst the majority of learners in this class are being taught in the mother tongue of English, it is assumed that some are being taught in their second or

third language. It is also assumed that the teacher has not had any specialist training in dealing with learners experiencing reading difficulties. However, the level of functioning or how the learners process in terms of their reading, cannot be assumed. Hence the more indepth assessment of the six learners in the mini study. It is assumed that learners use prior knowledge and experiences as frames of reference to facilitate fluent reading.

## **5.8 STATEMENT OF HYPOTHESES**

In their description of qualitative ethnographic research, Kamil et al. (1985:73) allude to the fact that they refrain from the use of hypotheses as they may obstruct the possible confines of observation and interpretation. From the research, guidelines will be provided for the teaching of reading by mainstream teachers to meet individual needs. Assumptions (cf. 5.7) are thus warranted, as opposed to hypotheses.

## **5.9 INTERPRETATION OF RESULTS OF ACTION RESEARCH**

This study could have been interpreted quantitatively using pre and post testing, however the aim is not to prove the development of the learners, the success of the reading programme methods or the methods used. These methods have been thoroughly researched and proved (cf. chapters 2 and 3). The aim was to find the best possible ways to accommodate individual needs in the mainstream classroom situation. In order to do this it was more important to investigate the *processing* and functioning of the learners. Hence the more indepth assessment of the six learners in the mini case study (cf. 5.6) to ascertain the barriers to learning and the learners' needs and abilities. This information therefore, needs to be described qualitatively not quantitatively.

The interpretation of results of the action research will be qualitative in nature because the study revolves around the diversity and individual needs of the learners. Detailed and comprehensive information is required about the learners, the text, the context and individualised outcomes.

At the end of the study, the teacher and the learners will be requested to record their perspectives regarding their experience of the programme (cf. Appendices X and Y). It will not be an evaluation of the programme as such, but will be subjective as it is their own experience.

## **5.10 CONCLUSION**

In summary, qualitative research is the umbrella term for research in naturalistic settings. Being descriptive and interpretive research, a case study using action research will be undertaken. A literature study will also be undertaken. Data will be collected using a variety of techniques. In the next chapter, the iterative cycles of planning, acting, observing and reflecting in action research (cf. 5.5.2) are described and the results discussed.

## **CHAPTER SIX**

### **ACTION RESEARCH**

#### **6.1 INTRODUCTION**

The aim of this study is to provide guidelines for the teaching of reading in a mainstream classroom in the intermediate phase within the context of inclusion. In other words, it is a question of how to accommodate individual needs as every learner is unique and learns differently. It can be viewed as a search for the best ways to enhance reading performance. This search has been a comprehensive one incorporating visits overseas, attendance at a workshop on inclusion, a broad literature study and practical experience. It is for this reason that it is necessary to see the whole study as a spiral of four action research cycles, each resulting from the planning, acting, observing and reflecting of the previous cycle (cf. 5.5.2). The first two cycles are preparatory to the case study which embraces cycles three and four. Preparatory is used in the sense that information has been widely sought, selected and implemented with the view to compiling a programme to enhance reading and meet individual needs. The programme is then implemented in a classroom context which, in its bounded system, makes it conducive to a case study. Within this bounded system a mini study of six learners is undertaken. Each cycle is described using the 'moments' as headings. Information finding characterises cycle one in Australia, New Zealand and Stellenbosch. Cycle two is practical in that different elements of the information observed in cycle one are experienced, reflected upon, refined and developed into a programme. This programme is then implemented in a mainstream classroom in cycle three by the researcher and continued as cycle four by the class teacher.

Inclusion policies and the teaching of reading within inclusive contexts were explored in Australia and New Zealand as cycle one.

## **6.2 CYCLE ONE: AUSTRALIA, NEW ZEALAND AND STELLENBOSCH**

The visits to the schools and the personal interviews are tabulated under the headings of date(s) of the visits, the personnel seen, the techniques for data collection, policies and procedures and comments. The personnel seen includes the names of the teachers with the class or post for which they are responsible indicated in brackets. In Australia the word 'year' is used as opposed to grade or standard. Data was collected mainly via video and audio tapes, curriculum materials, observations and interviews. The policies and procedures of the particular school in terms of inclusion and reading are described and commented upon briefly, as these are detailed (cf. 3.5.1.1; 3.5.1.2; 3.5.2.1; 3.5.2.2). Formulating the plan is the first 'moment' of cycle one.

### **6.2.1 Plan**

Inclusive policies may not have been adopted by the South African authorities as yet, but they have been in practice for some time in most overseas countries. Having chosen to study the policies of three countries, a plan was therefore made to visit schools in Brisbane, Queensland and Auckland, New Zealand. Seven schools were chosen and the plan was to spend a day at each of the schools. Plans were also made to visit the University of Queensland in Brisbane and Specialist Education Services in Auckland. In addition, the policies of a third country, the United States of America (USA), would be reviewed through a pure literature study.

The researcher planned to attend a two day workshop at the University of Stellenbosch, on the implementation of inclusion to be led by Professor Alan Dyson (University of Newcastle upon Tyne, United Kingdom) and Dr Chris Forlin (University of Southern Queensland, Australia).

The observations and reflections of what was seen in Australia and New Zealand have been recorded in detail (cf. 3.5.1.1; 3.5.1.2; 3.5.2.1; 3.5.2.2). The actions are tabulated in the second 'moment' of the action research spiral. The first visit was to Australia.

## 6.2.2 Act

### 6.2.2.1 Australia

Table 22A The Gap State School

<b>Date</b>	1998-05-21 1998-05-22
<b>School</b>	<b>The Gap State School, Brisbane</b>
<b>Personnel Seen</b>	Gerry Healy (Learning Support)      Wendy Lochran (Yr 2) Margaret Pollock (Yr 2)                Rae O'Donoghue (Yr 5) Debbie Rowles (Yr 3)                    Jo Dimmick (Yr 5) Jean Walker (Yr 7)                        Barry Starkey (Principal)
<b>Techniques For data Collection</b>	Interviews (unstructured) with tape recorder (Researcher made notes) Observation Video tape Curriculum materials
<b>Policies &amp; Procedures</b>	Learners in mainstream classes, withdrawn for intervention by the Support Teacher Learning Difficulty (STLD). The learners go the STLD's classroom mainly, but sometime the STLD goes to the classroom and withdraws the learner to the area which separates classrooms. There is a great deal of liasion between the class teacher and the LS.  Focus target group: Learning difficulties.
<b>Comments</b>	The new syllabus design which sees a balance between whole language and genre based teaching is followed. Reading, speaking & listening and writing policies form a continuum from Yr 1 to Yr 7. Yr 2 classes provided the researcher with her first encounter of literate environments – print rich with learners totally immersed in language. Learners wrote to read and read to write.



Table 22B MacGregor State School

<b>Date</b>	1999-10-25
<b>School</b>	<b>MacGregor State School, Brisbane</b>
<b>Personnel</b>	Robyn Kay (Deputy Principal) Thian Lai (Learning Support) Nicole (Head, Special Education Unit)
<b>Techniques for data Collection</b>	Interviews (unstructured) with tape recorder (Researcher made notes) Curriculum materials
<b>Policies &amp; Procedures</b>	Inclusive policy followed with learners in the classrooms. The Special Education Unit comprises the support staff. Support is given in the form of: English Second Language (ESL). STLD, Reading Recovery, Teacher Aide, Support-a-Writer, Support-a-Reader, Parent Volunteer, Peer. Needs determined via the Ascertainment Process. Focus target groups: Disability, cultural & language diversity, learning impairment & learning difficulty, gifts & talents, gender.
<b>Comments</b>	Principal deeply committed to the inclusion of all learners to his school. It is clear that the needs of the learners have been taken into account and the school has organised accordingly. Parents are heavily involved. They can be trained to assist with reading, homework, tutors for the 'support-a-reader' & 'support-a-writer' programmes and teacher aides. An integrated reading approach which combines whole language and phonics is followed. The deputy principal emphasised that special attention is paid to the <u>individual needs</u> of the learners. Intensive support programme with a heavy emphasis on language. The school comprises mostly Asian learners for whom English is the second language. Concerns expressed regarding assisting learners in the classroom: if an STLD is assigned to the class, class teachers tend to no longer accept responsibility for those learners receiving additional assistance. It is passed on to the STLD; Teachers may use tunnel teaching (teaching to the average), leaving the modifications and adaptations necessary, to be made by the STLD; Time constraints – tempo of work in the class is too fast, so learners with difficulties complete the work, but don't consolidate it, they need more practice.

Table 22C Ashgrove School

<b>Date</b>	1998-05-26
<b>School</b>	<b>Ashgrove State School, Brisbane</b>
<b>Personnel</b>	Georgina Robinson (Support Teacher Learning Disabilities) Tom Mulhall (Yr 4)
<b>Techniques for data Collection</b>	Interviews with tape recorder (Researcher made notes)
<b>Policies &amp; Procedures</b>	<p>Learners in the mainstream classes are withdrawn, mostly (Yr 2-4). Special needs committee responsible for ensuring learners support needs are met.</p> <p>Preventative programmes and Support-a-reader programmes in place.</p> <p>Buddy Systems essential to maintain support.</p> <p>Large classes (35/36), therefore system of rotation is used (1 group goes to Computers, one to the Library (research and explicit lessons with the teacher-librarian) and the 3<sup>rd</sup> group stays with the class teacher. This provides the opportunity for the teacher to hold individual conferences to work individually with learners on reading, comprehension &amp; written work. After certain time, the groups rotate.</p> <p>Focus target group: Learning difficulties</p>
<b>Comments</b>	<p>According to the STLD, this school is not regarded as a 'high need school' where more than just learning is required. Integrated reading approach, combining whole language and phonics. Error analyses forms the point of departure for lessons. Slower workers are expected to complete the same workload.</p> <p>Teacher uses marks but these are translated into ranges for reports.</p> <p>Parents of learners who experience difficulties in the mother tongue, may request exemption from having to learn a second language.</p>

Table 22D University of Queensland

<b>Date</b>	1998-05-28
<b>University</b>	<b>University of Queensland, Brisbane</b>
<b>Personnel</b>	Dr Christa van Kraayenoord (Senior Lecturer, Fred & Eleanor Schonell Research Centre, University of Queensland).
<b>Techniques For data Collection</b>	Interview (unstructured) with tape recorder (researcher made notes) Curriculum materials
<b>Policies &amp; Procedures</b>	The inclusive practices of the state of Queensland and the reading approaches, were discussed.
<b>Comments</b>	The information from this interview is documented (cf. 3.5.1.1).

From Australia, it was across to New Zealand.

6.2.2.2 *New Zealand*

Table 23A Edmonton Primary School

<b>Date</b>	1998-06-08
<b>School</b>	<b>Edmonton Primary School, Auckland</b>
<b>Personnel</b>	Anne Harris (Dep Principal) Carol Bassett (Resident Teacher Learning & Behaviour RTLB) Patricia Jerkovich (Yr 3)
<b>Techniques For data Collection</b>	Video tape Interview (unstructured) – researcher made notes Observation
<b>Policies &amp; Procedures</b>	Learners with special needs are all in one class and taught by Carol. Class is often joined by additional learners in the mainstream classes for specific subjects e.g. Maths. Placement in special class based on needs NOT on IQ. Individual Educational Programmes (IEPs), reviewed & revised once a term, teacher aides (1 hr daily per child). Reading Recovery. Focus target group: Learning difficulties, especially reading.
<b>Comments</b>	Shared reading, buddy reading. Reciprocal teaching. Reading to, with & by. Vocabulary and dictionary charts on walls offer significant resource. Write to read and read to write – daily occurrence. Running records. Multisensory teaching. Phonics in a natural way as opposed to a fixed approach because of the sound changes. Definite emphasis on names of letters. Learners saturated in print. Researcher given Reading for Junior Classes (1996b) /The Learner as Reader (1996d) /Dancing with the Pen (1996a). Proactive & preventative in terms of reading.

Table 23B Rutherford Primary School

<b>Date</b>	1998-06-09
<b>School</b>	<b>Rutherford Primary School</b>
<b>Personnel</b>	Michelle Bacon (Principal) Linda Williams (Yr 1) Andrew (Special unit, satellite) Hazel LaMaster (Itinerant Teacher learning & Behaviour)
<b>Techniques For data Collection</b>	Interviews (unstructured), tape recorder & notes by the researcher. Observation Video tape.
<b>Policies &amp; Procedures</b>	<p>Two special units which are satellites of the local special school. One class has learners with a wide range of very severe disabilities. Second class, learners with learning difficulties.</p> <p>Age range 5-6 yrs to 10-11 yrs. Supported by teacher aides. Integration: half a mainstream class and half the satellite swop for half hour blocks. Whether learners integrate is dependent on the severity of the problems.</p> <p>Reading lesson In mainstream Yr 1. Group work – computer, tapes &amp; earphones (listening post), stories &amp; pictures.</p> <p>Itinerant teacher serves 6/7 schools, intensive 40 mins twice a week per child. Prescribes to teacher aide who supports (repetition &amp; consolidation) &amp; provides continuity. IEPs (reviewed every 6 mths), liaison with parents &amp; team responsible. Support given to parents re homework procedures. Buddy systems for learners. Reflection of the New Zealand context.</p>
<b>Comments</b>	<p>Integration more a placement issue.</p> <p>Curriculum-based but very modified – language augmentative, Maths via sensory and kinesthetic methods. Life and social skills as opposed to academic goals.</p> <p>The second unit is more academically orientated.</p> <p>Shared book experience. Phonics: 'my name is _____; my sound is _____'.</p> <p>Buddy reading with second special unit. Teachers are forced to individualise because of the continuous entry of 5yr olds. Rich print environment. Teacher aide support.</p> <p>Time structures rigid.</p> <p>Care to prevent teacher aides becoming crutches.</p> <p>Importance of precise notes regarding weaknesses &amp; strengths.</p> <p>Major emphasis on Maori culture &amp; ways of life. Maori charts</p>

Table 23C Specialist Education Services

<b>Date</b>	1998-06-09
<b>School</b>	<b>Specialist Education Services</b>
<b>Personnel</b>	Dave Bullot Area Manager – Auckland North West Specialist Education Services
<b>Techniques For data Collection</b>	Interview Tape recorder Notes taken by researcher
<b>Policies &amp; Procedures</b>	More segregation (schools, classes, units), little integration. Parental choice. Special schools as base for several satellites in mainstream schools Special Education 2000. Resources – learners need resources. Verifiers determine via verification booklets as to which learners qualify for resources. Move to ensure that everyone is resourced – teachers, learners, families, special classes & special units.
<b>Comments</b>	Specialist Education Services is a crown agency (not governmental), but contracted by the ministry of education to provide services: early childhood, communication, inclusive services (specialist) & behaviour. Speech & Occupational therapy, special education advisers. This has been detailed (cf. 3.5.2.1). No resources, no mainstreaming.

Table 23D Te Atatu Intermediate

<b>Date</b>	1998-06-10
<b>School</b>	<b>Te Atatu Intermediate</b>
<b>Personnel</b>	Noelle Fletcher (Deputy Principal) Angela Collins (Learning Support Teacher) Anne Andrews (Learning Support Teacher)
<b>Techniques For data Collection</b>	Notes & Observation Discussions Curriculum materials
<b>Policies &amp; Procedures</b>	Learners withdrawn
<b>Comments</b>	Huge emphasis on supporting learners for whom English is a second language (ESOL). Reading support – booster reading.

Table 23E Rangeview Intermediate

<b>Date</b>	1998-06-11
<b>School</b>	<b>Rangeview Intermediate</b>
<b>Personnel</b>	G. Aldridge (Deputy Principal) Shona Olsen (Class Teacher)
<b>Techniques For data Collection</b>	Observation Video tape Curriculum materials.
<b>Policies &amp; Procedures</b>	Learners experiencing difficulties in one class (Gr 5 & 6).
<b>Comments</b>	<p>Integration a placement issue.</p> <p>A warm, positive, secure, unconditionally accepting environment of individuals who learn in a unique and different way.</p> <p>Teacher totally dedicated, believes in learners' ability to succeed, goes more than the extra mile.</p> <p>Reading: Intensive programme: model reading, reading for instruction, oral, comprehension, interest (SSR) and books high interest but low level to read to parents/teacher, comprehension, closure (integrated with social studies and science projects), plays and poetry, phonics (word attack skills), brain gym – eye tracking exercises and visual perceptual exercises.</p> <p>Spelling: 'SMART WORDS' Model of Spelling Production (Brann 1991)</p>

Information gathering included a workshop on the implementation of inclusion in South Africa.

6.2.2.3 *The implementation of inclusion in South Africa: a workshop at the University of Stellenbosch*

A module was planned for each day and the purpose of module one, was to recognise the right of all students to socially just and equitable educational processess by:

- Exploring our own attitudes, beliefs and values, regarding diversity within our schools.
- Recognising the challenges of inclusive schooling.

By being aware of diversity, educators in South Africa can accommodate needs.

Programme options and Curriculum 2005 were discussed (Prof Engelbrecht and Mrs Newmark) and it was postulated that outcomes based education (OBE) can be used as a tool to facilitate the implementation of inclusion. Module one closed with the development of personal training/professional development/skills of members of the school community.

Module two consisted of dealing with the effective provision of human and material resources, a collaborative consultative model for problem-solving and closed with a panel discussion.

The workshop included plenary sessions, a video tape, brainstorm, group assignments, lectures, discussions and an action research task. Transformation is not possible unless it has been preceded by self-reflection. Observations provide the platform for self-reflection to take place and the observations of the workshop had dramatic implications.

### **6.2.3 Observe**

The session which challenged the participants' beliefs, attitudes and values in terms of diversity and the video which was shown had a major impact on the researcher and resulted in a major paradigm shift to total commitment to the interactive paradigm (cf. 3.2.1). To be able to unconditionally accept learners with barriers to learning and development into mainstream



classrooms, this major shift away from the traditional model will need to be made by all teachers. Great care will need to be taken in South Africa to ensure that the definition of inclusion is clearly understood and that implementation is national and not influenced by principals who have not undergone the necessary paradigm shifts. Reflecting on these observations is integral to revising a plan for the next phase.

#### **6.2.4 Reflect**

It is emphatically asserted by Dyson (1998) that “the centre of inclusion is the classroom”. This statement confirms that inclusion is more than the placement of learners with barriers to learning and development in a mainstream school. Inclusion calls for schools and curricula to be reviewed, reorganised and reconstructed in order to accommodate diversity, as opposed to trying to adapt learners to conform to mainstream classes. The classroom is but one of the elements constituting the context in which learners learn. The other elements include the teacher, the methods used and the social context. What can be taken from the inclusive practices and reading methods observed in Brisbane and Auckland in order to accommodate diversity? It is acknowledged that the schools visited were limited to two areas, but it was endeavoured within these constraints, to cover as a broad a spectrum of schools as possible. For example, in Brisbane, schools of varying size, including a very large school with a diverse population, where English would be a second if not third language, were visited. In Auckland, Primary (Grade 1-4) and Intermediate (Grade 5-7) schools with diverse populations, were visited.

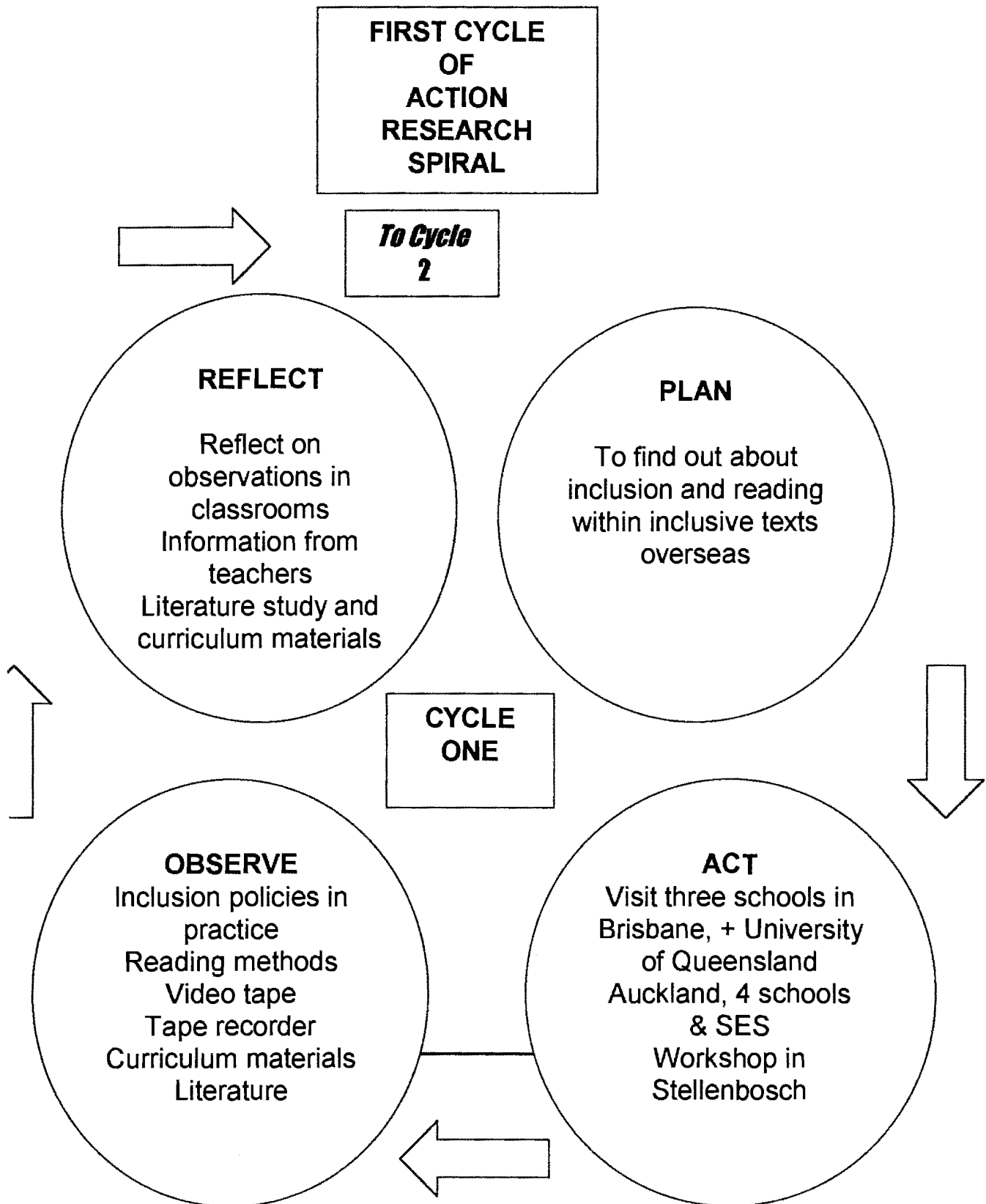
In so far as reading is concerned, the following aspects appeared prevalent:

- Whole language.
- The reading process as a point of departure.

- The construction of meaning using prior knowledge.
- The reciprocal relationship between reading and writing.
- Major reading modes: To; With (shared and guided); By (independent).
- Language experience.
- Strategic reading.
- Literate environments.
- Significance allotted to genre based teaching.

In summary, the plan was to find out about inclusive practices and reading approaches in Australia and New Zealand and attend the workshop on the implementation of inclusion. This was enacted and the observations and information gathered has been documented and reflected upon. The 'moments' of cycle one of the action research spiral are diagrammatically represented. Based on what was seen, a revised plan to include successful facets for making a difference in the classroom context, was devised for implementation in the next cycle. The spiralling movement to cycle two is indicated.

Diagram 3 Cycle One of the action research spiral



In cycle two, there were two significant factors to be considered. Firstly, the context (both the setting and instructional) and secondly, an emphasis on abilities as opposed to disabilities. Therefore planning, acting, observing and reflecting in cycle two, would need to focus on the contextual facets and the provision of enabling features.

### **6.3 CYCLE TWO: MAINSTREAM PRIVATE SCHOOL – DIFFERENT CONTEXTS**

#### **6.3.1 Plan**

The plan was to experience the prevalent aspects as identified in cycle one (cf. 6.2.4) by putting them into practice in different contexts with the aim of compiling a reading programme. This was done at the private school (cf. 5.3.2) by the researcher and the actions described.

#### **6.3.2 Act**

The school is not in a financial position to appoint a teacher in a full time capacity and is therefore dependent on private practitioners for additional services. This includes the assistance given to learners experiencing reading difficulties. The implication of this is that these learners have to be withdrawn from the classroom context for their reading enhancement activities as opposed to being attended to in class by the class teacher. The majority of learners attend reading enhancement in small groups. Grouping is preferred by the researcher because of the shared and cooperative learning opportunities provided by the social context.

Concern regarding poor performances in reading comprehension in the intermediate phase generally, had been expressed by the headmaster. The

researcher was then requested to assist in this matter and half an hour of the language time per week, was allotted for this purpose. In addition the researcher spent an additional hour and a half in Grade 4 to look at different ways of meeting individual needs.

The above arrangements ended at the end of the third term as the researcher was requested to fill a fulltime post in Grade 5. As this was seen as an excellent opportunity to practically implement the different principles and approaches in a classroom context, the researcher accepted the position.

Regarding the reading process, the researcher was requested to address the staff as part of the staff development programme.

To summarise, four different contexts were used:

- Group situation (the learners who are withdrawn from the classroom for additional reading assistance) first three terms 1998, the whole of 1999.
- Whole class situations (Grades 5-7, half an hour a week to enhance reading comprehension) third term only.
- Grade 4 (one and a half hours to explore ways of meeting individual needs) third term only.
- Grade 5 (fulltime) fourth term only.

Each context is described separately.

#### 6.3.2.1 *Group situation – learners withdrawn from classroom situations*

In an attempt to emphasise the interaction of the reader the text and the context and capitalise on learner strengths in the group situation, the researcher set aims and implemented enhancement activities. The aims were to enhance reading comprehension, assist readers to become self-regulating, to motivate readers to read of their own volition, to encourage performance prior to competence and facilitate learners in their zones of proximal development (cf. 4.2.2.3). Readers could choose their own authentic text (sports magazines, newspapers, different genres). Reading comprehension strategies (cf. 4.2.2.2 (c)(iii)) were modelled and taught so that the readers would know what to do if they experienced difficulties. The environment was transformed into a literate one (4.2.2.2 (c)(i)) and themes were followed. Word recognition, vocabulary, fluency and comprehension of narrative and expository was facilitated. Different approaches such as language experience, shared and guided (reading with) reading to learners and independent reading by the learners, were used and these were selected in terms of learner needs. Learners worked in groups and recorded information on mind maps. Study skills (SQ3R) (cf. 4.2.2.2(c)(iii)). The activities are tabulated as follows:

Table 24 Reading enhancement activities

READER	TEXT	CONTEXT
<b>Aims:</b> <ul style="list-style-type: none"> <li>To enhance reading comprehension</li> <li>To assist readers to become self regulating</li> <li>To motivate readers to read of their own volition</li> <li>To aim for performance prior to competence</li> <li>To facilitate reading in the zones of proximal development</li> </ul>	Use authentic text  Sports' magazines: Sports Illustrated Rugby Cricket  Newspapers: The Natal Witness The Sunday Times Rugby Week  Genres  Themes 1999: World Cup Cricket Rugby World Cup Anglo Boer War	Literate environment  Language experience  Reading comprehension strategies  Reading to, with, by  Word recognition  Vocabulary  Fluency  Modelling Scaffolding  Group work  Mind maps Study skills (SQ3R)

**6.3.2.2**      *The whole class (Grades five to seven) reading comprehension strategies, half an hour per week*

With the time limitation of half an hour a week, it was difficult to cover an enormous amount of work thoroughly. Different short stories were read to the classes. Reading comprehension strategies were modelled (cf. 4.2.2.2 (c) (iii)) and learners were given varied opportunities to practically implement the strategies using authentic text.

### 6.3.2.3 *Grade four (one and a half hours per week)*

The situation in Grade 4 was investigated and the findings are described. An integrated theme, 'Dairy Farming' was being followed. This was supported through the use of the book 'Babe' by Dick King Smith as the literature base. The language study, vocabulary and comprehension studies were all based on the class reader (Babe). Individual readers were chosen in the library, with particular assistance being given by the teacher to the weaker readers. Although the teacher admitted it was not the ideal, an old basal reading programme was used for group reading. The organisation of reading involved group reading once a week and individual reading daily. The teacher held individual conferences focused on library books while group work was in progress. Written work included creative writing, different genres (poetry, narrative), worksheets, reading comprehensions. The programme was flexible enough to include topical items of particular interest. Different levels were evident in the spelling programme. The top two groups used theme words, unit words and worked in an individual workbook appropriate to their spelling ages. The poorer spellers used unit words and selected theme words. Parental involvement revolves around parents listening and discussing the reading with the learners and signing accordingly. The teacher believes that all learners can succeed so praise and encouragement forms an integral part of her approach.

To meet individual needs, the researcher selected activities from the broad areas of word recognition, vocabulary, fluency and reading comprehension (narrative and expository). In addition to using 'Babe', a topical item, 'Tornadoes' was used as a mini project. Learners worked in groups using Ogle's (1989:208-221) KWL charts (What I **K**now, What I **W**ant to Know, What I have **L**earnt). Learners saw a video on tornadoes and this was followed by the 'See Saw' game to recall and record information seen on the



video ("What did you see? I saw \_\_\_\_"). The sentence is closed with a recalled fact. Mind maps were used and learners conducted 'teachbacks'. Teachbacks take the form of reporting back on the group assignment to the class. Newspaper articles were read to expose the readers to expository text. Word walls and word banks were used for vocabulary extension. Reading comprehension strategies were taught and modelled by reading aloud to the class (cf. 4.2.2.2 (c)(iii)). Attempts were made to establish a literate environment (cf. 4.2.2.2 (c)(i)). This came to an end in order for the researcher to fulfil commitments to a fulltime post in Grade five.

#### 6.3.2.4 *Grade five, fulltime*

The ongoing experiences from the different context were now combined and what was eventually called the 'reading programme' began to take shape as it was implemented, observed and adjusted.

The same aims as recorded for the learners in the group situation (cf. 6.3.2.1) were applicable. A literate environment was established with print everywhere. The theme was a Medieval one and language and cultural subjects were integrated as Integrated Studies. Reading comprehension strategies were taught (cf. 4.2.2.2 (c)(iii)). The text used was narrative and expository and teaching was genre based. Reading took the form of class and group readers, newspapers (articles read daily) and library books for individual reading. Different modes of reading were used, especially shared or buddy reading and peer tutoring. That learners are seen as resources is advantageous. Learners were provided with daily Sustained Quiet Uninterrupted Independent Reading Time (SQUIRT) when they had to Drop Everything And Read (DEAR). The five broad areas (cf. 4.2.2.2 (c)(iii)) formed a framework for the activities used to individualise needs, as examples, word banks and word walls for vocabulary and spelling. The

standard spelling programme was individualised by giving the learners a spelling quiz. The words with which they were unsuccessful were highlighted on the list and copied into their word banks. Only these words were subject to the following routine: look and say the word; cover; write the word and check it. Learners who routinely attained full marks, were challenged to create their own crosswords. Learners with extreme spelling difficulties used wordmasters. Words presenting meaning difficulties were also recorded in word banks but after class or group discussions were added to the word walls with their meanings. The Silver Sword was read to the learners. Projects were completed with 'teachbacks' and an excursion undertaken. Supportive writing programmes were followed incorporating modelled, shared and guided writing (cf. 4.2.2.2 (b)). The school system is a traditional one with a strong emphasis on marks as the criteria for formal assessment and this was mainly done by the teacher. However, opportunities were given for informal and incidental assessment as well as peer and self assessment .

The following table represents the teaching of reading as described above.

Table 25 The teaching of reading in Grade five

READER	TEXT	CONTEXT
<b>Aims:</b> <ul style="list-style-type: none"> <li>To enhance reading comprehension</li> <li>To assist readers to become self-regulating</li> <li>To motivate readers to read of their own volition</li> <li>To aim for performance before competence</li> <li>To facilitate reading performance in the zones of proximal development</li> </ul> <p>Wordmasters for poor spellers</p>	<p>Narrative</p> <p>Expository</p> <p>Individual readers (library)</p> <p>Class reader</p> <p>Group readers</p> <p>Newspapers (articles read daily)</p> <p>Notes for Integrated Studies</p> <p>Genre based teaching</p> <p>Supportive writing model: modelled, shared &amp; guided</p>	<p>Literate Environment</p> <p>Theme: Mediaeval</p> <p>Integrated Studies</p> <p>Whole language principles</p> <p>Reading to:</p> <p>The Silver Sword</p> <p>Reading with and by: Readers as per text</p> <p>Newspapers</p> <p>Reading comprehension strategies</p> <p>Word recognition</p> <p>Vocabulary (word walls and word banks)</p> <p>Fluency</p> <p>SQUIRT/DEAR</p> <p>Projects/teachbacks/excursion</p> <p>Mind maps</p> <p>Spelling</p>

As the aim of cycle was to compile a reading programme, observation was critical to the process. The researcher observed what worked, what did not work as well as what required modification and adaptation. The following observations were considered most important.

### **6.3.3 Observe**

The difference in performance as a result of the teacher having provided scaffolding (cf. 4.2.2.2 (c)(iii)) was sufficient evidence to warn against focusing on the reader as being the only reason for experiencing reading difficulties. The use of authentic text had significant positive implications. Sports magazines and newspaper reports were used as textual material for lessons. Readers who seemed to experience difficulties were capable of reading what may be described as 'difficult' text because of their interest, motivation and prior knowledge regarding the subject. The prior knowledge which includes the vocabulary, language and the concepts, provided a meaningful frame of reference. Strategy implementation requires a great deal of practice, transfer is not automatic. Readers must be aware of their purpose for reading and the reason for the strategy. To meet individual needs, a belief in the interactive processing model (cf. 2.4.2.3) is essential. That writing and reading are reciprocal processes requires demonstration and opportunities for the practical implementation thereof.

### **6.3.4 Reflect**

The two major considerations for this cycle were the context and enabling readers by focusing on abilities. Focusing on the context facilitates thinking back to the interactive paradigm (cf. 3.2.1) with its focus on the adequacies of the learner, assumption that mainstream schools need to be restructured in general, and that regular teaching needs to be improved upon to become more comprehensive. Porter's description of inclusion (cf. 3.5) also confirms the need to focus on the classroom context. As part of the context, this brings to mind the role of the teacher. The teacher makes a dramatic difference as his/her understanding of the reading process and what it is, affects the way reading is approached. As an example, if the teacher

believes that readers can 'read' if they can recognise words, will tend to emphasise word recognition and neglect the teaching of reading comprehension. The provision of a stimulating reading environment with relevant, meaningful text is essential as is strategic reading. Equipping readers with strategies, empowers learners to become independent as they now have the tools to solve their own problems. They are therefore not so dependent on external resources.

The reader can no longer be viewed as being the only reason for experiencing reading difficulties. The significance of the interaction of the three facets of comprehension, the reader, the text and the context, cannot be underestimated. Consideration must be given to the text used as well as to the contextual components of setting, instruction and social context.

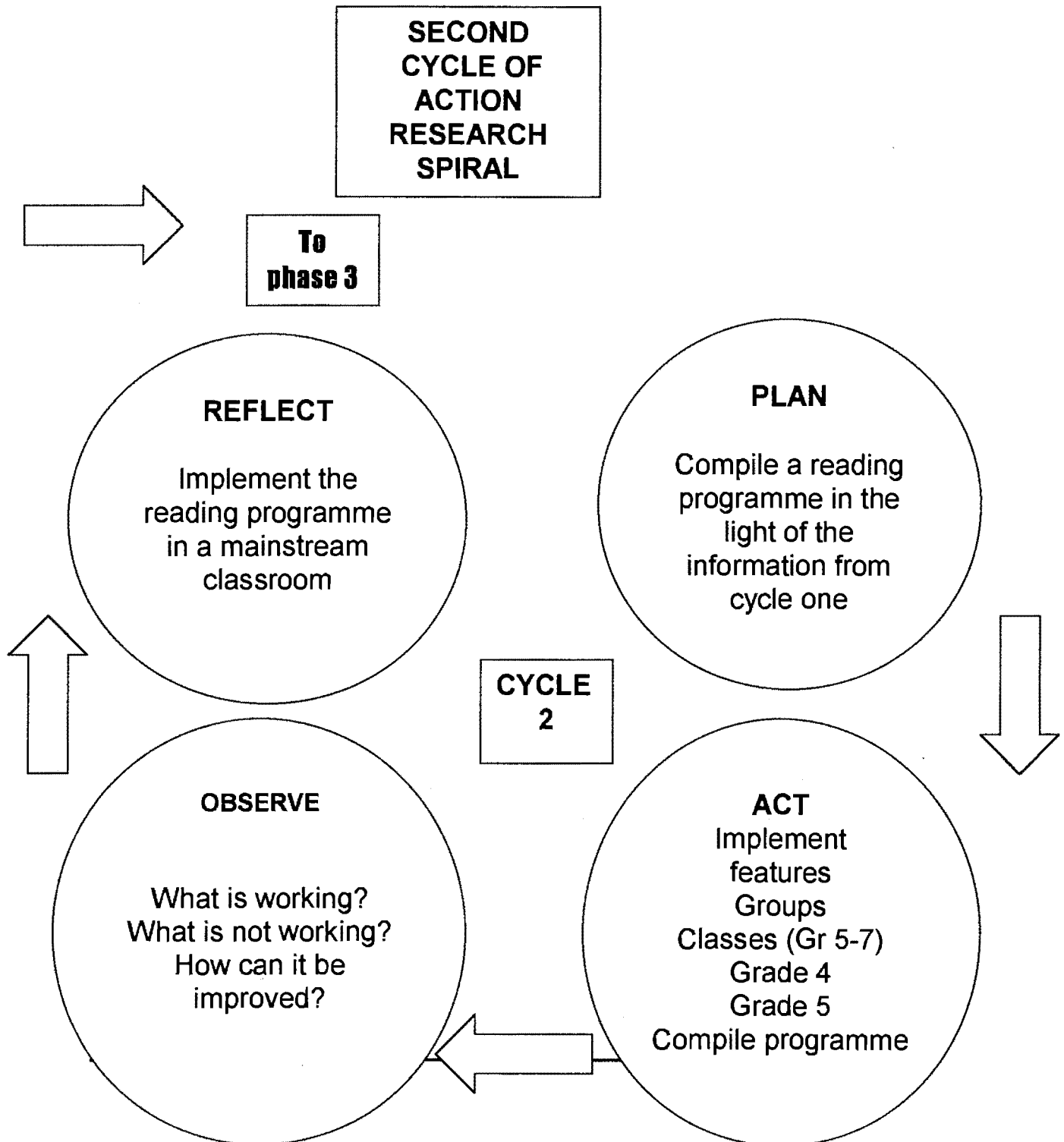
The programme with the aim of meeting individual needs which resulted from the practical implementation in the different contexts (cf. 6.3.2) the observations (cf. 6.3.3) and reflections (cf. 6.3.4) is detailed in Chapter four but is tabulated as follows for reference purposes.

Table 26 A programme to meet individual needs

<b><u>All within the learners' zones of proximal development</u></b> Challenge and Support Performance before competence		
<b><u>The Reader</u></b>	<b><u>The Text</u></b>	<b><u>The Context</u></b>
Self regulating learner	Authentic text	Literate environment
Constructs meaning by implementing strategies	Thematic units	<u>Curriculum:</u> Integrated, learner centred; transactional
Competent in language	Narrative and expository	<u>Teacher:</u> Models, teaches reciprocally, strategically, explicitly, scaffolds, fosters strategy implementation, immerses learners in print SQUIRT/DEAR
Independent readers and writers	Literature based	<u>Social context:</u> Community of learners: group work, cooperative, peer tutoring  Assessment Formal/informal/incidental Continuous (peer, self & teacher).
Motivated and responding	Modes of reading (Independent, cooperative, teacher-guided, shared, reading aloud)	
Member of a community of learners	Modes of writing (Independent, collaborative, shared)	
	Immersion in print	
	Spelling programme	
<b><u>All within the learners' zones of proximal development</u></b> Challenge and Support Performance before competence		

The planning, acting, observing and reflecting of cycle two is diagrammatically represented whereby the prevalent features were implemented in different contexts resulting in a reading programme to facilitate meeting individual needs.

Diagram 4 The second cycle of the action research spiral



Whilst the private school afforded the opportunity to put theory into practice and observe and reflect thereon, the impending legislation on the inclusion of learners who experience barriers to learning and development (cf. 1.2.9) will affect state, not private schools. Although the researcher was in a mainstream class in the fourth term, the reading programme was still taking shape. Different activities and ideas were put to the test, observed and ways sought to make improvements. The experiences in this classroom facilitated the finalisation of the programme. It was for these reasons that the researcher chose to effect the case study in a mainstream state school (cf. 5.3.3).

To recapitulate, cycle one was largely information seeking in that information regarding inclusion, inclusive practices and reading with inclusive practices was sought. This information from cycle one was practically implemented in several contexts in cycle two, with the view to compiling a reading programme that would be conducive to accommodating diversity. The reading programme was finalised in a mainstream classroom, but it now needed to be used in a mainstream state school where inclusive policies will be effected. The implementation of the reading programme as a case study constitutes cycle three.

#### **6.4 CYCLE THREE: GRADE SIX MAINSTREAM STATE SCHOOL (CASE STUDY) RESEARCHER**

##### **6.4.1 Plan**

The plan for cycle three was for the researcher to implement the reading programme in a mainstream class in a state school. In order to determine the existing situation in the selected Grade 6 class (cf. 5.3.3), data would be gathered via interviews, surveys, questionnaires and observations (cf. 5.4).



Thereafter the context would be prepared and the programme implemented by the researcher. This is fully described as the second 'moment' of the act.

#### **6.4.2 Act**

Data was gathered using several different research techniques (cf. 5.4) in terms of the reader, the text and the context. Firstly, the reader.

##### **6.4.2.1 Data gathering**

##### **(a) The reader**

The goal of assessing the learners was to understand how various reading tasks are approached and how each area is conducive to the learners' performance in specific reading situations. Needs and abilities in terms of reading are also sought as are possible barriers to learning and development. A *Reading Interview* (Appendix C); the *Reading Survey* (Appendix F); the *Denver Reading Attitude Survey*

(Appendix G) and the *Student Priorities Checklist* (Appendix H) (cf. 5.4) were used to fulfil this goal. For the six learners in the mini case study, further assessments from the *Qualitative Reading Inventory II* (Appendices P,Q,R,S,T,U) (cf. 5.6) were used to assess needs and abilities in terms of prior knowledge, reading comprehension, strategic reading and automaticity in word recognition.

##### **(i) Reading interview**

The researcher interviewed each member of the class of twenty-two, using the *Reading Interview* (Appendix C). The aim being to establish the reader's

view of the reading process, including how it was perceived by the readers, the model they believed teachers to be postulating and how the reader's history of learning might have affected the perceptions. In addition, reading strategies and how the reader would like to improve their reading was exposed. The results of the data gathering were as follows.

Outside resources in the form of adults (parents, teachers) or dictionaries were predominantly used to solve problems experienced in reading. Reading strategies were limited to the repertoires of the good readers. Word recognition featured prominently with learners predominantly remembering teachers (in a few cases, mothers) using flash cards requiring pronunciation and 'sounding out' words. The reasons postulated by the learners for the good reading behaviour observed in others, were seen to be good pronunciation and vocabulary, word recognition, that the reader read a great deal, had good reading speed, used punctuation and expression. Understanding, meaning and reading comprehension did not feature. Most of the learners viewed themselves positively as good readers for similar reasons in that they used expression, read clearly and fast, can pronounce words, 'read big words' and read a lot. Only one learner gave understanding what is read as a reason for good reading behaviour.

(ii) *Denver attitude survey*

According the *Denver Reading Attitude Survey* (Appendix G) attitudes to reading were more positive than negative. Readers were given seventeen statements which had to be evaluated according to five criteria: almost every day, once or twice a week, once or twice a month, a few times a year and never or hardly ever. Behaviours taking place every day include believing that reading will facilitate getting ahead when they are no longer in school, feeling proud about what they can read, reading is important to them,

reading facilitates understanding why people feel or act the way they do. Reading assists in allowing the readers to experience what it is like to live differently or in different places and learning worthwhile things from reading books. Behaviours taking place once or twice a week included becoming so interested in something being read that they didn't want to stop, reading the newspaper, reading independently out of school, thinking about what kind of reader they are, others thinking they read well and understanding what is read. Once or twice a month saw readers recommending a good book to friends, reading something out of curiosity, reading more than one book by an author that is liked and realising that reading helps one to learn about one's self. Lastly, the survey indicated that a few readers never or hardly ever felt good about how fast they read.

(iii) *A reading survey*

The twelve questions in a *Reading Survey* covered a wide range of reading habits and behaviours. Readers were asked to guess how many books they owned. Responses varied from 0 to 100+, 200. The guesses as to how many books were at the readers' houses ranged from 10 to 999+. Interestingly, a correlation emerged between good reading, the number of books owned and the frequency with which books are read. Good readers read a lot and they are surrounded by many books. The majority of learners learnt to read at school and once again the predominance of flash cards, pronunciation and 'sound out words' was evident.

A few parents (mostly mothers) were instrumental in teaching reading. The reasons given for people reading, focused mainly on pleasure, fun, reading as a hobby, leisure, enjoyment, to avoid boredom and something to do. In a few cases reading for information, education and literacy were given. Learners expressed that to be a good reader, it is necessary to practice

reading, read a lot, pronounce words well and read with expression. Teachers were seen to employ several criteria to decide on good reading behaviour. These extended from listening to how readers read (clearly, slowly, fluently, using punctuation) to questioning and testing. A very wide variety of books was read, the most popular being, mysteries, adventure, comedy, and action stories. Learners mostly read the back cover to decide whether to read the book. Only two learners have not reread a book and one learner does not read at home for pleasure. Most of the learners read daily especially at night. A few did not read often or only once a month or when they were bored. A close relationship between reading performance and the frequency of reading emerged. Favourite authors covered a broad range with Dick King Smith and Roald Dahl, topping the list by far. All the learners enjoyed being read to by the teacher but did not really have anything special that they wanted to hear. They were content with the teacher's choice. Reading was mostly positively viewed. It was perceived as fun, 'I like reading', 'I love reading', 'I think it is great', 'I LOVE IT!!!!'. On the other hand, reading is 'OK', 'I like reading when I'm bored', 'I like reading but not all the time', 'OK, but a bit boring'. Learners who found reading difficult expressed negative feelings about reading.

(iv) *Student priorities checklist*

In an effort to establish some *learner* background, learners were asked to complete the *Student Priorities Checklist*. (Appendix H) Specific help was seen to be necessary in the following areas: long words, speed of reading, meanings of words, understanding what is read and how to study.

(v) *Summary of findings*

In summary, it was evident from the information provided by the learners that word recognition appeared as the predominant component of reading. This seemed to be largely due to the learners' perception of the model propounded by the teacher. Readers, with only one or two exceptions (good readers) did not seem to perceive themselves as possible resources via the use of strategies, or to solving the problems they come across when reading. In some cases readers were not aware that they were experiencing problems. Readers preferred to resort to and were dependent on outside resources, mostly adults. In general, attitudes to reading were positive but there was a strong relationship between negative reading behaviours and perceived poor performance. Understanding of reading was seldom referred to and in most cases the reference was more of a casual nature. Generally reading comprehension as a component of reading, does not feature.

In terms of the above the following *needs* of the class were identified:

- To become independent readers through the use of strategies.
- To understand the process of reading.
- To use word recognition strategies.
- To be instructed in reading comprehension.
- To understand that meaning is constructed and is not implicit in the recognition of words.
- To establish purposes for reading.
- To improve fluency.
- To extend vocabulary.
- How to study.

If teachers aim to support their learners to learn effectively, they can never just make assumptions as to where their learners are working. Informal assessments are valuable resources to ascertain levels of functioning, abilities and needs. The learners in the mini case study were assessed further for this purpose.

(vi) *Qualitative reading inventory II*

The *Qualitative Reading Inventory II* was specifically chosen for the learners in the mini case study because it assesses prior knowledge, the use of strategies, automaticity and comprehension of narrative and expository text. The instructions for this assessment are detailed in the research design (cf. 5.6).

The findings are of the individuals are tabulated. Significant information regarding strategy use, what is important about reading, attitude, goals and needs as seen by the learners, is recorded as learner background. The levels assessed and attained for word recognition are recorded. The information regarding reading is recorded according to the level of text, whether it is familiar or unfamiliar, the mode of reading (oral or silent) and the rate of reading. If the text has been read orally, the miscues are recorded. The comprehension scores as a total out of 8 feature next and are analysed according to explicit or implicit answers. The level attained precedes the individual needs as extrapolated from the assessment.

Table 27 Assessment results

INITIALS & BACKGROUND	WORD LIST		READING							
	LEVEL	LEVEL ATTAINED	LEVEL READ	TEXT TYPE	FAMILIAR/ UNFAMIL	MODE	RATE w.p.m	MISCUES & COMPRE HENSION SCORE	LEVEL ATTAINED	INDIVIDUAL NEEDS
<b>B</b> Rereads, ignores difficult words, outside resources Attitude: Nonchalant, will not wear glasses. Speed & accuracy important. Needs help with long words, speed word meaning, understanding what is read, spelling and study skills. Goal: to read faster and 'smoothly'.	5	Independent	5	Narrative	50% Familiar	Oral	94	8 miscues	Instruction	Vocabulary, fluency, word recognition, comprehension strategies, rate, Scaffolding, recall motivation and organisational skills
	6	Instructional						4/8 (2 explicit 2 implicit)	Frustration	
			5	Narrative	Unfamiliar	Silent	83	3/8 (1 implicit 2 explicit)	Frustration	
			5	Exposit	Familiar	Oral	95	11 miscue	Instruction	
<b>D</b> Uses outside resources or ignores difficult words. Attitude: Positive but does not read widely. Expression and pronunciation are important. Needs help: meanings of words, handwriting and study skills. Goal: to learn more words	5	Independent	6	Narrative	Unfamiliar	Silent	159	7/8 (3 explicit 4 implicit)	Instruction	Comprehension strategies, Fluency, vocabulary and study skills
	6	Instruction	6	Exposit	Familiar	Silent	145	7/8 (4 explicit 3 implicit)	Instruction	

<b>DN</b> Uses outside resources, expression and fluency are important. Positive reading behaviour. Needs help with word meanings. Goal: to read fluently with expression.	5	Independ	5	Narrative	50% familiar	Silent	154	1/8 (1 explicit 0 implicit) 4 miscues 4/8 (3 explicit 1 implicit)	Frustration	Comprehension strategies, focus on inferencing, narrative and expository text, recall, reading for meaning, vocabulary extension, scaffolding.
	6	Instruction	5	Expository	Familiar	Oral	137		Independ	
<b>KK</b> Uses outside resources. Reading with expression is important. Positive attitude, loves reading and engages in many reading activities. Needs assistance with long words, blending, rate, meaning of words and understanding what is read. Goal: to read faster. English is second language. (Afrikaans mother tongue).	5	Independ	6	Narrative	Unfamiliar	Silent	97	4/8 (2 explicit 2 implicit) 4 miscues 6/8 (2 implicit 2 explicit)	Frustration	Comprehension strategies (narrative and expository), scaffolding, inferencing, word recognition, recall and reading for meaning.
	6	Independ	5	Expository	Familiar	Oral	135		Independ	
<b>Sino</b> Tries to pronounce words by herself. Pronunciation and speed are important. A negative concept about performance, does not engage in reading behaviours. Needs help with long words, blending, reading faster, meanings, understanding and remembering what is read and heard, spelling, handwriting and how to study. English is second language (Zulu mother tongue). Goal: pronunciation and read faster.	5	Instruction	5	Narrative	Familiar	Oral	44	11 miscue many repetitions 6/8 (3 explicit 3 implicit) 8/8 (4 implicit 4 explicit)	Instruction	Focus on fluency (very slow rate with many repetitions of phrases), word recognition strategies, comprehension strategies, inferencing, 'fix ups', study skills. Modify tasks to assist slow processing. Tests, additional time.
	6	Instruction	5	Expository	Familiar	Silent	40		Independ	



<b>W</b> Uses outside resources. Word recognition and pronunciation are important. Although capable, negative attitude to reading. Very poor self concept (receiving professional counselling), Needs help with long words, meanings of words, remembering what is read and heard. Goal: to know words better.	6	Instruction	6	Narrative	Unfamiliar	Silent	130	6/8 (3 implicit 3 explicit)	Instruction	Comprehension strategies, scaffolding, constructing meaning, recall, motivation and attitude.
			6	Expository	50% unfamiliar	Oral	146	4 miscue 5/8 (3 explicit 2 implicit)	Independ Frustration	

(b) *Text*

As part of the assessment of the text used in the classroom, the teacher was interviewed by the researcher about the workbooks and seatwork activities used. The interview sheet, *Evaluating Workbook and Seatwork Activities* (Appendix E) was completed. The teacher also filled in the *Seatwork Analysis Form* (Appendix J) to ascertain more details regarding seatwork. The understandability and learnability of textbooks in general, was rated by the teacher using the *Readability Checklist* (Appendix I). Workbook and seatwork activities were evaluated in terms of content and format and use.

(i) *Evaluating workbook and seatwork activities*

The evaluation of the *content and format* revealed that sometimes background knowledge was accessed and purposes set. Vocabulary and concept levels of the activities were appropriate and consistent with the rest of the instruction. Instructions were clear, unambiguous and easy to follow with learner response modes as close as possible to authentic reading and writing activities. Activities were related to the text and facilitated the development of an integrated understanding of the selection and its structure. The passages used were representative of those for which the skill was intended and fragmented, isolated skill activities were avoided.

On the negative side, it was apparent that no attention was given to the interrelation of reading skills and neither was sufficient independent practice provided after specific skill instruction. Independence in the use of reading strategies was not promoted. Activities did not reflect the most important aspects of what was being taught in the reading programme and neither was there a systematic and cumulative review of what had been taught.

Regarding the *use* of seatwork activities, it was apparent that the teacher made the learners aware of the relevance of what they were doing and provided procedural information. Completed activities were discussed but not necessarily in reading groups. Extended reading and writing activities were used at least half of the time and learners were generally able to complete activities with a high success rate. Learners worked together on occasion to complete their seatwork. Limited opportunities for the immediate practical implementation of taught concepts was mostly provided and seatwork included both teacher-assigned and learner choice activities. The teacher evaluated seatwork on completion of the task and constructive feedback was given within a reasonable time thereafter. Although the teacher acknowledged that it did not take place frequently enough, self assessment did take place.

Activities were not seen to take into account the individual needs for learners to become proficient readers. Assigned activities did not vary from low to high levels of complexity and from practicing newly acquired skills to application activities. Activities were not integrated with reading lessons and they were also not used as an integral part of the classroom reading programme.

Seatwork was further analysed according to the kinds of seatwork and the proportion of time spent on seatwork.

(ii) *Seatwork analysis form*

Looking at the kinds of seatwork via the *Seatwork Analysis Form* (Appendix J) it was apparent that commercial worksheets and teacher-generated workbooks were used as opposed to basal-linked and supplemental workbooks. Learners read connected text through reading assigned by the

teacher and reading material which is independently selected. The school as a whole, uses a reading laboratory to improve reading and reading comprehension. This is a graded series of cards which are colour coded according to levels of difficulty. Learners read the stories and answer the questions. Marking and scoring is independently executed using the answer cards provided. Reading was not related to or integrated with other assignments. The writing of connected text was evident in the learners' theme books and process writing projects. Journals were not kept but personal responses were made through self assessments. Interdisciplinary projects were not executed. Group work was evident in all subjects with the organisation thereof being determined by the goal of the specific task. Grouping conformed mostly to mixed ability. In so far as the proportion of time spent on seatwork was concerned, the teacher estimated that about 50% of the day was spent on seatwork. Reading time took the form of ten minutes daily for Sustained, Quiet, Uninterrupted, Independent Reading Time (SQUIRT) and the reading laboratory work, which was for half an hour, three times a week. Textbooks were rated in terms of a *Readability Checklist* (Appendix I).

(iii) *Readability checklist*

Textbooks are not used as a matter of course in Grade 6. They may be used for the odd assignment so, after discussion, it was decided that the teacher would rate the understandability and learnability of textbooks in general using the *Readability Checklist* (Appendix I). The checklist requires that textbooks are rated according to a rating scale: 5 – excellent; 4 – Good; 3 – Adequate; 2 – Poor; 1 – Unacceptable; NA – Not Applicable. The criteria for understandability was rated mostly as adequate, but with a few exceptions. Teacher's manuals were not available so not applicable. The teacher felt that assumptions about the learners' prior knowledge and

general experiential background especially in relation to subject content, were inappropriate. Complex relationships were not explicitly stated resulting in a greater reliance on inferencing. The explicit linking of new concepts to prior knowledge and experiential backgrounds was poor. New concepts having been introduced one at a time were adequately followed by concrete examples. The text did avoid irrelevant details sufficiently and the readability level was perceived to be sufficiently appropriate. Main ideas of paragraphs, chapters and subsections were clearly stated.

Organisation, reinforcement, and motivation form the components of learnability. In general chapters were seen to be adequately organised with clear and simple organisational structures and patterns relating chapters to each other. Resources (index, glossary and the table of contents) were good. Reinforcement was possible through the adequate opportunities provided for practicing new concepts, iconic aids (maps, graphs, illustrations), supplementary activities and clearly worded questions which encouraged inferential thinking. Activities did not adequately provide for a broad range of ability levels and the provision of literal questions to facilitate learners' self reviews, is perceived as poor. The activities were not viewed as being motivating or relevant to the future. Positive and motivating models for both sexes and various racial, ethnic and socioeconomic groups was poor. The writing styles were adequately appealing as was the meaningfulness and interest level of chapter titles and subheadings. In summary, text books were seen to be adequately understandable and organised but lacking in providing for individual needs, using learners' prior knowledge as a frame of reference to link new concepts and facilitate understanding and material that is motivating.

If the aim is to match the reader, the text and the context the needs of the text will need to be taken into account.

(iv) *Needs in terms of the text*

From the information about the text provided by the teacher, there is a need to:

- Activate prior knowledge.
- Interrelate reading skills.
- Provide sufficient independent practice after skill instruction.
- Encourage the independent use of reading strategies.
- Review what has been taught.
- Encourage group discussions regarding completed activities.
- Create more opportunities for the immediate practice of taught concepts.
- Encourage more self assessment through the use of self assessment techniques.
- Pay greater attention to individual needs to facilitate reading proficiency.
- Differentiate follow-up activities.
- Integrate reading with other activities.
- Plan and undertake interdisciplinary projects.
- Encourage journal keeping.
- Link new information to old.
- Facilitate appropriate assumptions regarding prior knowledge and experiential background.
- Clarify complex relationships.
- Expose learners to inferencing strategies.
- Provide questioning techniques.
- Provide motivating activities relevant to learners' interests.

The setting in which the learners learn and the instructional system was scrutinised prior to the action research, as the context.

(c) *The context*

A critical aspect of the reading programme is that the learners learn in a literate environment (cf. 3.5.3.2; 4.2.2.2 (c)(i)). One of the initial tasks of the action research therefore, was the assessment of the physical setting of the context using photographs (cf. Appendix W) (this procedure was repeated at various stages of the study) and to complement the photographs, the *Literate Environment Checklist* (Appendix N) was utilised.

(i) *Physical setting*

In the matter of the physical setting, the researcher observed that desks were arranged in groups and a carpet on the floor constituted the area for listening, sharing and group meetings. This area was utilised a great deal. A few books were scattered on a table, but there was no library area. There was also no writing and publishing area or creative arts and display area. The 'library' area needed to be improved upon and the areas not provided, required consideration. The learners' art work was displayed as well as a few posters describing parts of speech, but print was minimal. No explanatory sentences accompanying charts or even labels (cf. Appendix W)

In *Assessing Classroom Organisation* (cf. Appendix M) the researcher found that routines were clearly understood, as were the rules which were displayed. Learners shared the responsibility for routine tasks. Procedures for seeking help and getting supplies were well established and unobtrusive. Effective use was made of the available instructional time with transitions

between activities was streamlined and quick. Routine scheduling problems were handled smoothly.

Learners were grouped for all work but grouping practices were different depending on the task and particular situation. No time was spent on each grouping arrangement and labels were not used, neither was ability grouping. Seating tended to be arranged in small, temporary groups according to behaviour, for example, personality clashes were avoided. Cooperative grouping was present and in so far as reading was concerned, buddy and paired reading was evident.

(ii) *Instructional context*

Teachers' instructional focus may be influenced by their beliefs and theory about reading (cf. 2.4.2). This data was gathered by the researcher using an interview technique, *Beliefs about Reading and Writing* (Appendix D) and the completion of questionnaires, *Theory of Reading* (Appendix K) and *Instructional Focus Sheet* (cf. Appendix L) by the teacher. From the information given in the interview (cf. Appendix D) and the theory of reading (Appendix K) it was evident that the teacher clearly subscribed to the bottom-up approach (cf. 2.4.2.1). This approach presupposes reading achievement to be the result of proficiency in assimilating sequences of word recognition skills or graphophonic cues. This results in accuracy in decoding skills being emphasised as each word must be recognised to facilitate comprehension. Although the goals of reading instruction are perceived to be to reading with understanding, word recognition skills are believed to be essential for learners to become skilled readers and writers. Strategies to enhance reading comprehension and monitor reading did not feature in the belief system. Outside resources in the form of dictionaries were encouraged as responses to unfamiliar words.



The *Instructional Focus Sheet* (Appendix L) is a checklist to verify whether there is a balanced focus in the instruction of reading and writing. To develop positive attitudes, learners were exposed to daily Sustained Silent Reading (SSR) as it is a whole school policy. However learners were not encouraged to immerse themselves in reading and responding, neither were they given ample opportunities to discuss interesting ideas from books and writing or share what they had read. Guidance in selecting good books and support in reading was lacking as were practices to promote a positive view of reading and writing.

In so far as content was concerned, questions did not focus on important information and the identification of important content in reading and writing was not supported. The integration of information from a variety of sources was also not expected.

Effective reading strategies were not modelled and no direct instruction in reading strategies and processes was given. Learners were not encouraged to recognise patterns in their reading so that they could use the knowledge and skill.

To sum up it was evident that a bottom-up (cf. 2.4.2.1) theory of reading underlies reading beliefs. A balanced focus in reading and writing instruction was not implemented and a void existed regarding reading strategies. This would present as a barrier to learning in that an imbalance in the instructional focus may lead to learning breakdown.

(iii) *Needs in terms of the context*

From the information gathered from the teacher and observed by the researcher, it is evident that there is a need to:

- Establish a literate environment.
- Believe in an interactive processing model (cf. 2.4.2.3) .
- Model effective reading strategies.
- Teach strategically including comprehension monitoring and strategies to enhance reading comprehension.
- Guide and support in the selection of reading material.
- Integrate the curriculum.
- Establish reading as the core of all subjects.

In conclusion, the three components which interact for successful reading, the reader, the text and the context, have been assessed and the needs for each identified (cf. 6.4.2.1 (a)(v); 6.4.2.1 (b)(iv); 6.4.2.1 (c)(iii)). Using the reading programme as a framework, attention must be given to accommodating these needs in order that successful reading can take place.

6.4.2.2 *Implementation of the reading programme*

The reading programme has been detailed (cf. 4.3). To ensure that the programme correlates with the description of the reading components (cf. 2.5), it has been rearranged as the tabulated summary shows. Units (cf. 2.5.1.2 (a); 2.5.2.2 (a)) are included under text; knowledge base (cf. 2.5.1.2 (b); 2.5.2.2 (b)), processes (cf. 2.5.1.2 (c); 2.5.2.2 (c)) and strategies (cf. 2.5.1.2 (d); 2.5.2.2 (d)) and attitude (cf. 2.5.3.2) constitute reader components. The setting (cf. 2.5.5.1), delivery system or instructional context (cf. 2.5.5.2) and social context form the context.

Table 28 The reading programme

TEXT		READER			CONTEXT
<b><u>Authentic text:</u></b> <ul style="list-style-type: none"><li>Literature based</li><li>Thematic</li><li>Narrative</li><li>Expository</li></ul> Genres Textual features  <b><u>Modes of reading:</u></b> <ul style="list-style-type: none"><li>Repeated</li><li>Paired</li><li>Choral</li><li>Tape recorded</li><li>Oral recitation</li><li>Shared book experience</li></ul> Support reading strategy <b><u>Modes of Writing:</u></b> Independent Collaborative Shared  <b><u>Spelling:</u></b> Look/Cover/ Check/Write	<b><u>Knowledge Base</u></b>  Prior knowledge  Schema  Specific-topic knowledge  Factual information  Vocabulary  Syntax Semantics   				

In practice questions are continuously being asked as to whether the particular activity is working, how it can be improved and whether it is having the desired outcome. In reality, action cycles within action cycles are being experienced. To illustrate, within cycle three each practical activity is planned, executed, observed to see if it is working, it is then adapted or modified accordingly and finally reflected upon to ensure growth and development. The adaptation is then planned, acted, observed and reflected upon, so the spiral continues. Without self reflection, transformation cannot take place. Each cycle within cycle three was carefully observed.

#### **6.4.3 Observe**

The point of departure is always the question of how the teaching of reading can be enhanced in order to meet individual needs. Not only is the aim to encourage learners to read but that they want to read and choose to read. Attitude thus plays a significant role in developing the intrinsic motivation to fulfil reading for individual intentions. Learners need to understand how the reading process works and acquire skills to use this knowledge. Reading strategies form an integral part of this component especially as textual content must be comprehended and learnt.

It was observed that although the establishment of the literate environment took much longer than anticipated, learners were enthusiastic as the invitation to assist, fostered ownership and empowerment. Motivation was also encouraged by allowing self-selection of articles for reading tasks, group and independent readers. Learners chose according to their own interests therefore prior knowledge and experiences as frames of reference were presupposed to facilitate fluent reading. The principle of success breeds success was counted on too. Learners thoroughly enjoyed listening to the short stories read to the class to model strategic reading. Observations

made when brainstorming about the reading process, revealed the significance learners attribute to word recognition. Learners were required to complete a comprehension “for marks”. That comprehension is difficult for the majority of learners in the class was clearly evident as was the lack of strategy use, scaffolding and attention to individual needs. The lack of strategies also resulted in a large dependence on outside resources for assistance. Reading goals were not linked with the choice of reading strategies (skimming, scanning, reading for detail). The need to integrate the four language arts, reading, writing, listening and speaking was observed as was the need for written work to move away from worksheet completion. If learners were not exposed to the classification of text and their peculiar structures the reading of expository text was more difficult. It was observed that the class was very responsive to the innovations and willing to try them. They also enjoyed working in groups especially if they were organised to draw on each individual’s strengths.

To match the reader, the text and the context, it is necessary to look at what conditions will be most conducive to learning. The learning breakdown frequently lies in the interaction of the reader factors (knowledge, skills and motivation), the text and context (the setting and instructional context) so the source of the difficulties and the modification are constantly in focus. Contextual factors are easier to manipulate through changes to the setting, instruction and the text or materials. Reflection is a prerequisite for planning to the changes to maintain the balance of this interaction.

#### **6.4.4 Reflect**

From the observations it was decided by the teacher and the researcher, that urgent attention needed to be given to informing and exposing learners to the reading process, text types and reading strategies. The critical role of

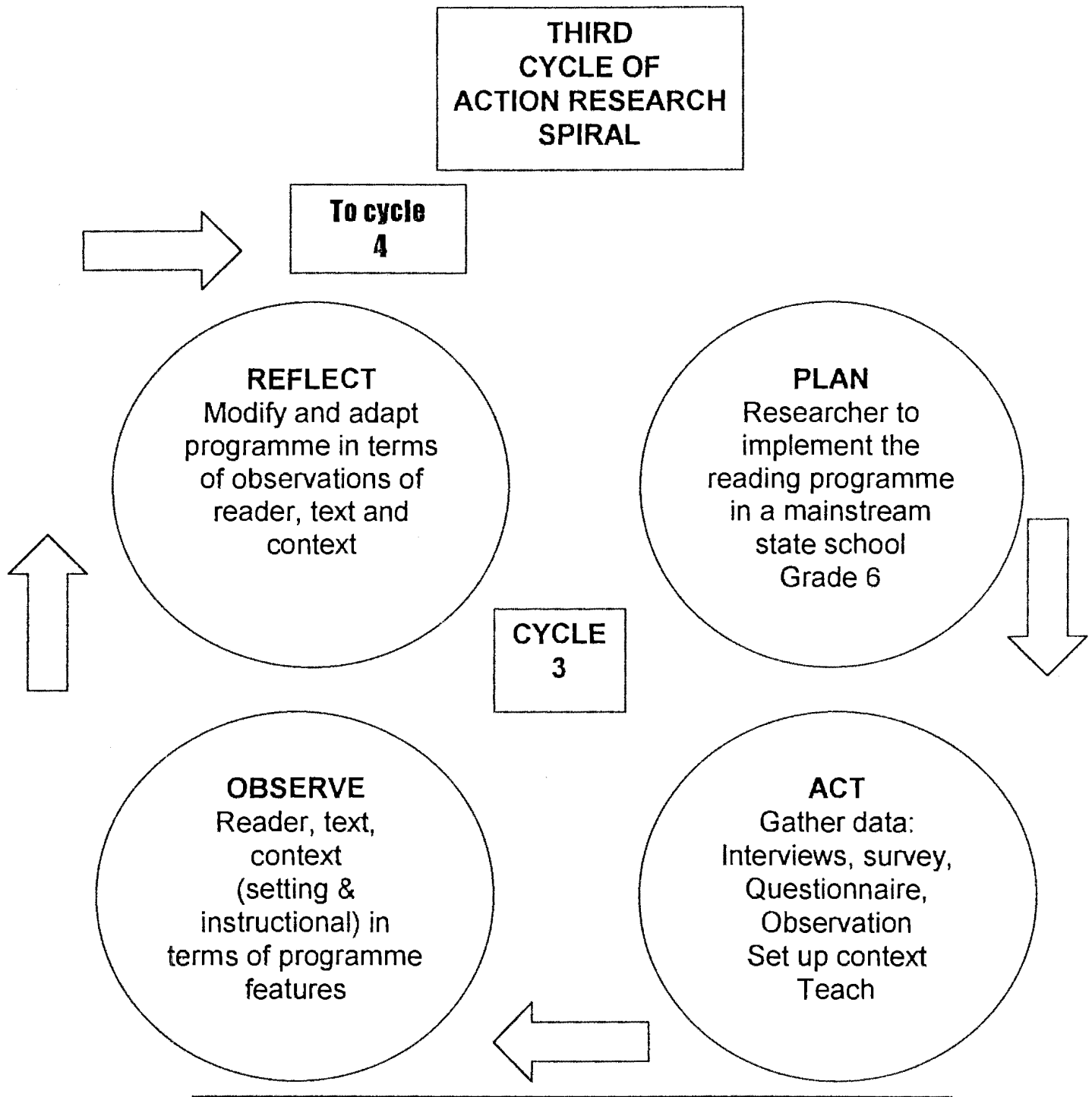
reading comprehension was communicated through brainstorming, demonstrations and explicit teaching, that meaning is not automatic as much as it is constructed by using prior knowledge, experiences and linguistic knowledge. The learners were also exposed to Question-Answer-Relationships (cf. 4.2.2.2 (c)(iii)) to assist in answering comprehension exercises and constructing meaning. The impact of scaffolding pre, during and after reading was also reflected on, as was how best to start integrating reading with the cultural subjects. Geography and language were integrated using reading and concept mapping. Reflection requires introspection, the researcher was unhappy with the lesson on 'letters to the editor'. A frame of reference had been presumed and comprehension difficulties exacerbated the inability to follow written instructions. This was redone with a brainstorm and scaffolding procedures and resulted in a more successful result.

Reflection by the teacher and the researcher revealed the concerns due to the lack of continuity resulting from timetable constraints, subject teaching and interruptions to the normal timetable (visiting speakers, attending plays at other schools). What needed to be avoided at all costs was that the principles of the programme became an addendum applicable only when the researcher was in the classroom.

There are two Grade 6 classes and the teachers work closely together. Although the teacher acknowledged that what the learners were gaining from the programme would have long term benefits, concern was expressed that she wasn't able to keep up with the other class. The feasibility of an additional phase of action research whereby the teacher continued with the programme with the researcher's availability for reflection, was discussed. The teacher was apprehensive but the Grade 6 colleague had offered to be involved so that they could continue working together. The colleague was familiar with the programme as the researcher had also been teaching in her

class in order that all the Grade 6 learners were exposed to the programme. Furthermore the researcher had been invited to attend the weekly preparation meetings. Cycle four became a reality. Cycle three then, had set the foundation for the teacher to independently effect the reading programme in order to enhance reading and meet individual needs. Cycle three is diagrammatically represented.

Diagram 5 The third cycle of the action research spiral





## **6.5 CYCLE FOUR: GRADE SIX MAINSTREAM STATE SCHOOL (CASE STUDY) TEACHER**

### **6.5.1 Plan**

The revised plan was to add a phase in which both grade 6 teachers continued with the programme but using a new theme. The researcher would be available for consultation and reflection

### **6.5.2 Act**

The new theme was 'Save Our World' (cf. Appendix W). This took the form of group projects with learners choosing topics and making spidergrams, pamphlets, posters, poems or jingles. The groups were mainly based on mixed abilities although some considerations needed to be made. It was found that one of the learners responded to the 'mothering' provided by one of the girls and would do anything she asked of him. This alleviated his problem of passive learning. The self-selection of activities in the group, meant that each individual used their own strengths. Research in library was encouraged and the teacher became a facilitator. On completion of the projects, each group performed a teachback to the class after which presentations were made to the Foundation Phase learners. Assessment took various forms, teacher, self and peers. The four language arts were integrated and an additional oral exercise in the form of a debate was included.

At the end of term, the learners would be asked to give their perspectives of the reading programme. Observations were continuous.

### **6.5.3 Observe**

The original teacher expressed concern that she was not meeting the needs of the weaker learners in Geography and Maths. It was suggested that the inclusion of text-specific knowledge when scaffolding, may help. It was also communicated that learners needed help in learning how to learn. The researcher offered to do SQ3R (cf. 4.2.2.2 (c) Table 19) and mindmapping. A day was set aside for this. Question-Answer-Relationships (cf. 4.2.2.2 (c)) were found to be very valuable for reading comprehension. There is a need to move away from 'right there' to more inferential reasoning (author and you) on both the written and oral levels. The existing assessment system will need to be reviewed in order to meet individual needs. The visual presentation of the projects is greatly improved, the teachbacks are more interesting, having been delivered with greater confidence. Both teachers feel that the learners have kept to the topic, paid attention to sequence and the group work is well organised. Positive attitudes are evident. The reading table and corner have become very popular with learners spending every spare minute there. If the teacher is interrupted for any reason, the learners read. Weaker readers have also been observed to want to read now. In so far as group reading is concerned, it is affirmed that the learners "just love it". Editing in the writing process is being undertaken in pairs and cognisance taken of each others' input. Mindmapping was used by the teachers to help learners prepare for the formal tests.

### **6.5.4 Reflect**

The original teacher is of the opinion that her teaching experience in the United Kingdom (UK), whereby ability grouping was used for every lesson resulting in changes for each, was proving useful. The National Curriculum used in the UK, is also more suited to providing for individual needs than

OBE, which she is experiencing as “not user friendly”. The assessment system should be geared to the learner’s attainment levels. The teachers ascribe the improvement in the standard of the projects, to greater facilitation by them as opposed to their leaving the learners to “just get on with it”, as they did previously. In addition, the teachers felt that the project was learner centred in that the selection of topics, content and organisation was done by the learners. They had also capitalised on their strengths. All work is displayed in this literate environment (the classroom) so the knowledge that the work would be on show, had motivated the groups to create an impression. There had been such a positive response to group reading but there was a paucity of good reading material so it was decided that the budget for next year would be spent on purchasing group readers. The teachers also found that group reading had proved ideal for improving fluency.

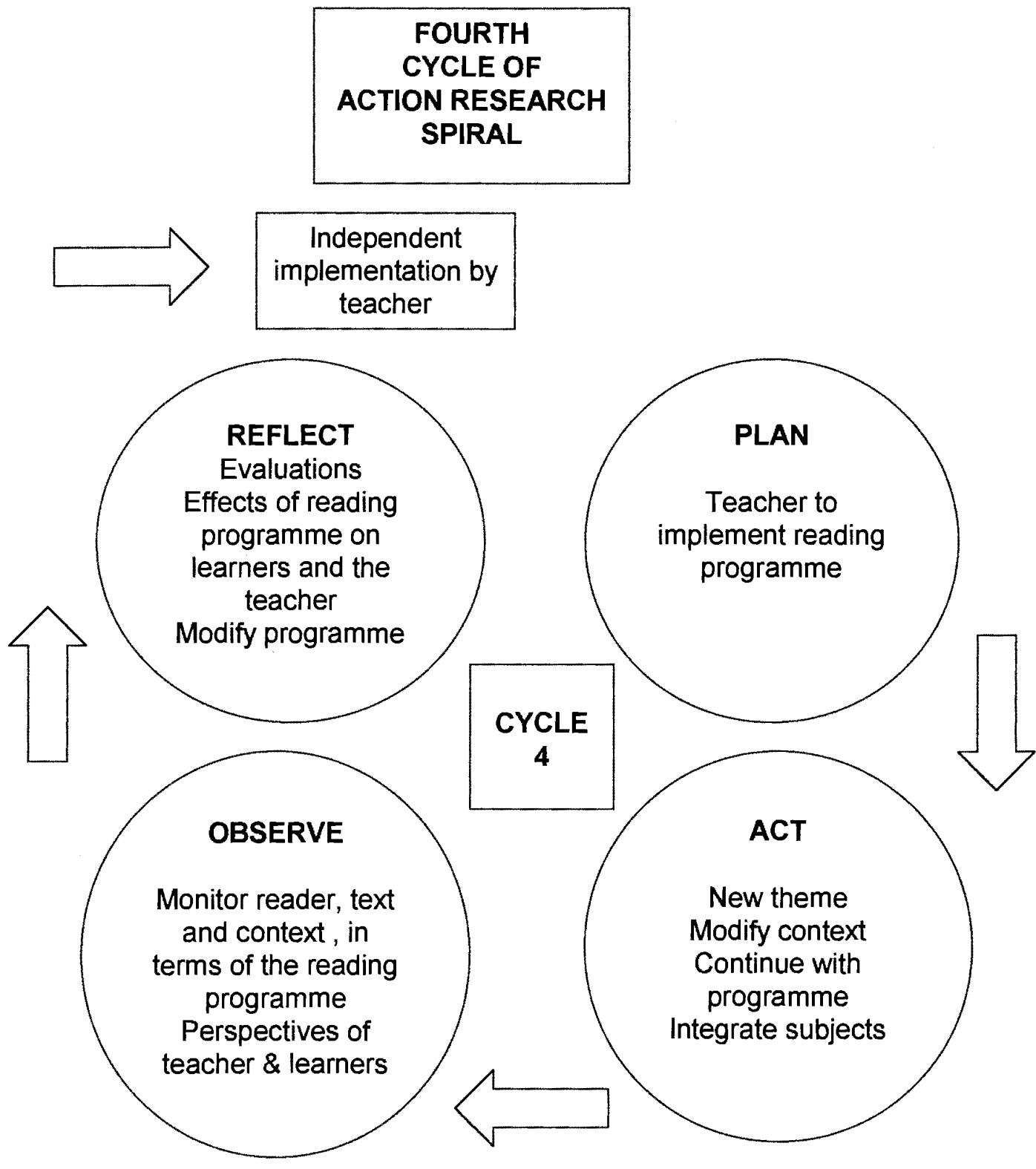
The teachers sensed that their approach is different as they are more aware of individual needs and more time is given to individual learners. The more they get to know of their learners, the easier it is to help them. The teachers are resorting to self reflection. “I find that I am standing back and observing, ‘Is this working? Why not? How can I improve on it? Am I meeting learner’s needs?’” “We have moved away from content as such and are more into looking at the process”. From the description of the role being played by the teachers, they are becoming facilitators who find that scaffolding makes a big difference. Learners are responding because they are aware of the difference in approach.

The researcher compared the abovementioned comments with the instructional focus sheet (cf. Appendix L) completed by the original teacher prior to the implementation of the programme. The researcher’s suspicions of a total transformation were confirmed. At the next meeting for reflection,

the researcher presented the original teacher with a second focus sheet for completion. As she completed the sheet, she realised how she had changed in order to present a balanced reading and writing programme. The delight and look of satisfaction will be remembered by the researcher for a long time.

Cycle 4 is summarised diagrammatically.

Diagram 6 The fourth cycle of the action research spiral



In order to be able to provide guidelines for teachers to meet individual needs in the classroom, tried and tested philosophies and ways of supporting and enhancing reading have been compiled into a programme. Teachers can assess needs according to the learner, the text and the context. What remains then is for the reader, the text and the context to be matched, with the needs in mind and the programme as a reference. Continuous assessment will monitor as to whether the reading performance is in accordance with the reader's ability and needs. In effect, it means assessing whether barriers have been removed sufficiently. The aim of assessment was to ascertain the processing involved, not to prove whether the programme worked or not. Hence a pretest – post test situation, was not selected. Using formal, informal and incidental assessment as a point of departure, the original teacher was asked to record her findings in terms of the programme. She chose to record these findings in the form of a spidergram (cf. Appendix X). The learners were asked to record the advantages and/or disadvantages of the programme. In order to gauge generalisation and transfer, they were also asked to record how they would be able to use what they had learnt in future. They chose to each record in mind map format (cf. Appendix Y).

## **6.6 PROGRAMME FROM THE PERSPECTIVES OF THE TEACHER AND THE LEARNERS**

The researcher and the class brainstormed the contents of the programme and this was recorded on the board. After discussion it was decided to use three categories:

- What did I use?
- The benefits (or lack of).
- Future implementation.

Although encouraged to record disadvantages only benefits featured.

Generally, the following strategies (cf. 4.2.2.2 (c)(iii)) made a big impact:

- Question-Answer-Relationships (QARS).
- Fix-ups.
- Read Ask and answer questions and Paraphrase (RAP) especially for finding main ideas.
- Mind maps.
- Word recognition strategies.
- Skimming, scanning, reading for detail.
- Title Caption Picture – Questions Read (TCP-QR).
- Summarising.

The learners believe that because they can 'fix-up' and solve their own problems themselves, they are now independent. *"I'm independent now"*. They read and understand more, marks are higher and they enjoy reading, in fact, there is a definite love of reading *"I have a pation [sic] to read"*. Rates or reading have improved *"I read faster"*.

As their reading improves, they become more confident. Newspapers have become popular. The discussions and working in groups was enjoyed as was learning the reciprocity of the writing process (*"makes writing and reading much x1000 easier"*; *"righting stories"*; *"how to wright letters"*; *"writing books for the JPs"*). Several learners testified to enjoying *"learning Geography through English"*.

It would appear that the learners are more metacognitively aware of the reading process. They are monitoring, appraising their reading and managing it. There is also evidence of transfer to other situations: *"I subscribe to Topcar magazine and I read it"*.

During the brainstorming an incident of particular significance for the researcher was the contribution of one learner, whose shining face and huge smile, bore testimony to the genuine internalisation of the programme's contents and the benefits thereof. His testimony is quoted as follows:

"I use QARS all the time. It's helped me with my comprehension skills, my reading and I am more aware of words. I know that with 'author and you' I have to bring my own information to get the right answer. I read with purpose now. I did a comprehension and I got 2/40 because I was distracted. My teacher said I must do it again. I was more focussed and I knew what to do, so my marks improved. I used mind maps for Zulu and English. I passed Zulu for the first time. In English, I know what I am looking for so I'm goal directed. I always loved reading but now I love it more and I read thicker books. Reading is fun so I read more and then I get higher marks which motivates me even more".

With regard to future implementation the general trend was towards using mind maps for studying, reading more *"always have a book"*, using strategies particularly, fix-ups and QARS, be independent readers *"depend on myself"*. For one learner it was a case of *"I want to be a better reader than I am now."*

The teacher used the following categories in her spidergram:

- Benefits.
- Areas of transformation.
- Reading.
- Performance before competence.
- Meeting with individual needs.
- Internalisation.
- Integration.



The benefits listed, confirmed those of the learners as mentioned above. Areas of transformation were seen to be in their confidence, improved results, independence, reading for pleasure and with understanding, sharing what they have written and read and the classroom being immersed in print. In so far as reading is concerned, learners read more often (individually, in pairs, groups and class reader) and share what they have read. Emphasising processes rather than content, working to each learner's level contributed to performance before competence. Working on their own level facilitated work completion and the praise received, boosted confidence. Meeting with individual needs allowed each learner to work at their own level, allowed for individual attention to be paid as they were more independent. Grouping was done according to individual needs as in same level ability and mixed ability. There was more opportunity to praise when they worked according to their own ability and as such, confidence grew. The teacher believes that many of the learners have internalised the skills, using them without realising it. Others see the benefits and are motivated to use them. Integrating with other subjects has seen a transfer of the skills learnt. Mindmaps are used and learners are reading with understanding. Learners can find key words and make summaries. Learning has been made easier.

Reference has already been made to the personal transformation undergone by the teacher (cf. 6.5.4). In spite of the above, there were several limitations to the research study.

## **6.7 LIMITATIONS OF THIS STUDY**

It is important to view the study holistically and therefore the limitations are acknowledged.

### **6.7.1 The researcher was not the class teacher**

It was limiting for the researcher that the class was not her own. This limited the time spent with the learners as well as opportunities to integrate other subjects. Although every endeavour was made to dovetail the programme with the curriculum expectations, the teacher had to “give up” time for the researcher to implement the programme.

The researcher had her own ideas of a literate environment and immersing the learners with print, but these could not just be imposed upon the class teacher. The researcher’s pace was spurred by a sense of urgency and priority that wasn’t always shared, so one had to always be sensitive to the teacher’s time schedule and other pressures. Sharing one’s class is not an easy thing to do, but the teacher always did this willingly and sincerely.

### **6.7.2 Timetables and subject teaching**

One of the reasons for the choice of the school was because of its flexibility and many allowances were made. However, the timetable and subject teaching limited time spent on tasks as well as the integration of subjects. Integration is the central core of the whole language curriculum so this must be considered a limiting factor.

### **6.7.3 Interruptions and absenteeism**

There were many interruptions which proved limiting, for example, athletics practices and interhouse sports, plays and activities day, to mention a few. Absenteeism on the part of some learners resulted in a lack of continuity for them which had to be caught up.

#### **6.7.4 Action research and the enquirer**

As a teacher, introspection and finding ways of improving one's teaching are not new to the researcher. However in the more formal field of action research, many skills are required. As a novice to formal action research, inexperience in these skills, must be considered a limitation.

#### **6.7.5 Time limitations**

There were many additional aspects of the programme which the researcher would have liked to explore. There were also many components which were not afforded the depth they required. An example is the plays. Learners did not have enough time to record the script. Ideally, a year's implementation of the programme would have seen more internalisation for generalisation and transfer. It would also have allowed the opportunity for a more indepth language study.

#### **6.7.6 The size of the class**

Although the class was a truly representative one, there were only twenty-two learners. Most classes are much bigger, but there are two ways of looking at this limitation. If each learner is looked as a resource, then the fact that it was small, would be the limitation. On the other hand it could be questioned as to whether the programme would have had the same effects on a larger class. Would the individual needs have been catered for to the same degree?

### **6.7.7      There were no learners with a severe reading disability**

There were learners experiencing barriers to learning and development, but no learner experienced a severe reading disability. Several of the learners were learning in their second language but other learning breakdowns were the result of the instructional context and textual needs.

## **6.8            CONCLUSION**

The aim was to find ways of enhancing the teaching of reading in the mainstream classroom in order to meet individual needs. In addition, cognisance needed to be taken of how mainstream teachers, not trained to teach learners with special needs, would cope.

In order to read, learners must read, but reading is not a set of muscles requiring training. It requires more than a list of tried and tested methods, or a list of activities to guarantee overnight success. How they read, what they read and why they read are crucial elements to be taken into consideration. A series of four action cycles starting with a search in overseas classrooms for successful ways of accommodating diversity, has resulted in the compilation of a programme designed to meet individual needs. Within the larger action cycles, many smaller cycles took place as the different methods and approaches were practically implemented in various contexts for the best possible results. Introspective questions were continuously addressed: "What is the plan"? "What is being done about it"? "How can it be improved"? "Has there been progress"?

The reader, the text and the context formed the point of departure with the focus being on the reader in the classroom and teaching and learning factors being examined. Problem-solving was approached collaboratively.

It can be concluded that with the necessary support, a learner-centred programme which is based on a philosophy of respect for each learner in their uniqueness and a belief that they can succeed, can meet individual needs. Self regulation can be facilitated through strategy use. The text learners read should be authentic and of their own choice. Reading and writing need to be seen as reciprocal processes. The classroom must be adaptive and supportive and the teacher should be a facilitator who models the love of reading practically.

According to Naicker (1999:115), teachers are "expected to recognise and attempt to understand the different abilities". To do this will require teachers to know their learners. The many different ways of assessment (formal, informal and incidental) afford ideal opportunities to do this. With the role of the teacher changing to being more of a facilitator as well as the addition of the more informal and incidental assessment, teachers get to know their learners better. Informal reading inventories (cf. Appendices P,Q,R,S,T,U,) can be used by any teacher to diagnose particular areas of difficulty. Thereafter the matching of the reader, the text and the context, can take place. They can use the learners in the class as resources in the forms of peer tutoring, cooperative learning and group work. They can also use colleagues as partners in teaching for team teaching and for collaboration and consultation. It is essential that schools have a continuum of services to provide the necessary backup. Learning support teachers are essential to assist with programme compilation and teaching. Teachers will need ongoing support to make a difference to the performance of learners experiencing barriers to learning and development, especially if they have not had any training in reading instruction and enhancement.

## **CHAPTER SEVEN**

### **GUIDELINES FOR THE TEACHING OF READING IN THE INTERMEDIATE PHASE WITHIN THE CONTEXT OF INCLUSION**

#### **7.1 INTRODUCTION**

Throughout this study, constant reference has been made to the fact that the definitions of reading have undergone many changes. The teaching of reading has in turn been affected hereby, requiring it to be instructed differently. Meaning is not simply recognised as in word recognition, it must be constructed by the reader using his prior knowledge of experience, meaning, language structures and visual graphophonic knowledge. As the reading process affects the teaching of reading, it has been detailed in depth. The interactive processing model is postulated as it is conducive to the interactive nature of reading. It also supports the definition of reading comprehension which proposes the interaction of the reader, the text and the context. This perspective is in line with the prominence accorded the classroom in the inclusionary approach. Inclusionists call for the restructuring of schools, curricula and classrooms as well as focusing on teaching methods to accommodate diversity. Constant reference has been made to the uniqueness of every learner therefore every class is inclusive, requiring attention to be paid to individual needs. From the theoretical and practical facets of this study, guidelines have been compiled to facilitate the teaching of reading in the intermediate phase within the context of inclusion.

## 7.2 THE TEACHING OF READING

Teachers are the most vital educational resource that communities provide their children. Plans to increase learners' learning, specifically the improvement of reading performance will succeed only when the focus is on the quality of instruction in every classroom.

The caption to a newspaper photograph of learners reading noted "Equipment for life: A love of reading is the key to success" (Sisulu 1999:5). How very true, but this doesn't just happen. Teachers are indispensable in achieving this goal but it must be questioned as to whether the teaching of reading has kept abreast with current perspectives and definitional changes, such as the interactive model (cf. 2.4.2.3) or national needs in fostering a literate nation.

At the All Africa Conference on Children's Reading which was held in Pretoria (6-9 August 1999) several areas of serious concern regarding the teaching of reading emerged (Sisulu 1999:5). Testimony was born to the fact that teachers (and librarians were included) are not effective role models as lovers of reading because they do not read themselves or read sufficiently to realise a basic general knowledge.

In his address, Professor Onukaogu claimed that "far too often teachers are ill-motivated and ill-equipped to teach reading". Not only are they "underpaid and neglected", but facilities are inadequate or unavailable. In addition, their preservice training excluded the teaching of reading and there was a lack of inservice training to improve their teaching. Referring to the denial of the right to basic education of which literacy is the nucleus, Kader Asmal claimed that this "... robs these children of their chance to develop their natural abilities of reasoning, problem-solving and creative thinking..." (Sisulu 1999:5).

Postulating what children need when they learn to read (Sisulu 1999:5) cites Mem Fox who contends that “children need teachers who will tell stories and read aloud often, teachers who are passionate”.

Not only are there concerns about the readers who have had insufficient opportunities, and the inefficient teaching of reading within inadequate environments, but also of the text. Referring to textbooks, specifically, Grey (1999:4) states the pressure to get textbooks into schools is jeopardising the quality thereof. The quality is seen as questionable for two reasons. Unrealistic deadlines in their production result in books which would normally take eighteen months, being completed in three or four. Secondly, ineffectual provincial evaluation systems result in the placement of unreliable material on the recommended list.

All teachers need to be well prepared and supported at all times. These guidelines are intended as the necessary support for them as they prepare their reading programmes.

### **7.3.1 GUIDELINES FOR THE TEACHING OF READING WITHIN THE CONTEXT OF INCLUSION**

Guidelines (cf. 1.2.2) are principles proposed to determine a course of action. The action relevant to this study is the teaching of reading and the guidelines are drawn from the action research phases of the study.

Every programme should have an underlying philosophy and in this case, it is the philosophy of whole language as it is conducive to meeting individual needs.



### **7.3.1 The whole language philosophy as the base of the reading programme**

The whole language philosophy provides an ideal base as it is a philosophy of literacy education comprising a set of beliefs about how children learn to read. Whole language is not a set of activities to facilitate successful reading.

In summarising “What’s whole about whole language?” Goodman (1986:40) states:

- “Whole language learning builds around whole learners learning whole language in whole situations.
- Whole language learning assumes respect for language , for the learner, and for the teacher.
- The focus is on meaning and not on the language itself, in authentic speech and literacy events.
- Learners are encouraged to take risks and invited to use language, in all its varieties, for their own purposes.
- In a whole language classroom, all the varied functions of oral and written language are appropriate and encouraged”.

Reading comprehension is defined (cf. 2.5.2) as “the holistic process of constructing meaning from written text...”. It means using whole texts and not fragmenting language into parts for their own objective. Teaching reading holistically also makes use of broad areas such as fluency, word recognition, vocabulary, reading comprehension (expository and narrative text). It means that authentic text is used, learners select their own reading material and reading tasks are seen as meaningful and relevant. It means that teaching is done holistically, not isolating skill sequences or reducing reading and writing to a series of subskills which must be mastered in an

hierarchical sequence. Reading and writing instruction is done in context relevant to the needs of the situation and the learner. Due to their extreme significance to the programme, the principles of focussing on success, providing support and learner-centred learning, will be dealt with separately. Rasinsky and Padak (1996:10) recommend that learners should lead the way, therefore allow learning to be learner-centred.

### **7.3.2 Facilitate learner-centred learning**

An inclusionary approach requires that diversity is accommodated (cf. 3.5). Therefore if individual needs are to be met, learning must be learner-centred in that the focus is on what the learner learns, how it is learnt and what is done with what is learnt. Learners can be consulted when drawing up the curriculum, selecting their own reading material, establishing the literate environment, choosing books for the book corners and the accompanying activities, classroom organisation and the class rules. Reading instruction must acknowledge the learners' needs.

### **7.3.3 To meet individual needs requires challenge and support**

Challenge and support, performance before competence are the passwords of the reading programme and this requires that learners must be supported in their zones of proximal development (cf. 2.2) through instructional scaffolds. Scaffolded reading experiences (cf. 3.5.3.2) according to Graves et al. (1996:14) "help all students get the most out of what they read" because support is given "to help learners bridge the gap between what they know and can do and the intended goal". Relevant activities are selected to use during the three phases, prereading, during reading and after reading. Variations in response to individual needs can be built in accordingly. Additional activities include consistent strategy instruction, involvement in different roles and responsibilities in the modes of reading and writing and

exposure to narrative and expository texts for interpretation, comprehension, monitoring, drafting and discussions (cf. 4.2.2.2).

#### **7.3.4 Focus on success**

Every learner is first and foremost a learner so the point of departure needs to be one of ability not disability. The interactive view of reading (cf. 2.4.2.3) clearly advocates that reading performance is not dependent on a set of fixed abilities and disabilities. Goodman (1986:34) confirms this by asserting that "Whole language firmly rejects such things as ...believing there are substantial numbers of learners who have difficulty learning to read or write for any physical or intellectual reason". Everybody, teacher or learner, needs to know and feel that they are believed in and expected to succeed. Using what learners can do as a starting point, allows them to experience success and as success breeds success, their confidence is facilitated.

For the sake of emphasis, MATCH is in capital letters. It is the core element in accommodating individual needs.

#### **7.3.5 MATCH the reader, the text and the context**

That all three are critical components for understanding what is read is borne out in the definition of reading comprehension (cf. 2.5.2). Meaning is constructed through the interaction of the reader, the text and the context. However in order to meet individual needs, the three interacting components must be *matched*.

Readers need to be able to recognise words, have prior knowledge which includes knowledge of the world and linguistic conventions, the interpretation of the text and the situation in which it is read. In addition to

word recognition ability and prior knowledge, readers need to be motivated and interested in what they read. This can be fostered among others by modelling a love for reading, reading to the learners and allowing them to select their own authentic text. A literate environment which immerses learners in print, is a powerful motivator. Activating prior knowledge and addressing vocabulary in context during all phases of reading (before, during and after reading) facilitates successful responses from the readers. Processes need to be emphasised by giving readers strategies in order to have the "how to" so necessary for lifelong readers.

Readers can no longer be held solely responsible for unsuccessful reading performance. Carnine et al. (1990:4) state that "an orientation that blames students for their failure is unwarranted and harmful". Placing the blame squarely on the learners, prevents teachers from reflecting on their own practices to note shortcomings and making the necessary modifications. In his description of the new curriculum and inclusive education, Naicker (1999:96) confirms that "factors within children are no longer overemphasised but considered together with environmental factors".

If the text is too difficult, boring or irrelevant, successful reading will not result and if the situation in which reading takes place is not conducive to successful reading, poor performances will result. How reading is taught will also have a dramatic effect on reading performance. Teachers can be instrumental in enhancing learners' reading achievement and they form a critical element in the context.

In order to be able to match the reader, the text and the context and provide for individual needs, teachers will have to *know their learners*. Continuous assessment, informally, formally and incidentally will facilitate this. Conferences, anecdotal records, work samples, genuine literacy products and communication provide alternative methods to the traditional marks.

Not only do these alternative ways portray a different picture but they also reveal the processes in which the learners are engaged. Corrective action, if necessary, can be given.

### **7.3.6 Establish a literate environment**

A vibrant and exciting literate environment (cf. 3.5.1.2) creates an immediate impression. The learners were totally immersed in print and the effects thereof were clearly evident in the way the learners read to write and wrote to read. A literate environment communicates that print has meaning and conveys authors' messages. It is attractive and inviting and discloses the active participation and 'busyness' of the learners in authentic experiences. A literate environment emulates the relevance and meaning of reading and writing, thus facilitating goal directedness.

The displayed work contributed to feelings of satisfaction and fulfilment. This was confirmed in the study when the teachers remarked on the improvement of the organisation and presentation because the learners knew that their work was going to be displayed for all to read and share (cf. 6.5.4).

Within this motivating environment, instil a love for reading.

### **7.3.7 Instil a love of reading and motivate learners**

The aim of teaching reading is not only to develop learners who can read, but who want to read and choose to read. Aim at learner's needs, interests and what is personally significant. Learners must always see the sense and relevance of the activities. Fill the classroom with interesting and stimulating books and reading material and allow learners to make their own choices. Establish a social context by grouping the desks. Teacher must role model a

love of and excitement for reading and read to the class every day. Set aside a specific time for Sustained, Quiet, Uninterrupted, Independent Reading Time (SQUIRT). Let learners read as much as possible, independently, library books, in groups and have a class reader. Believe all learners can read and expect them to.

A thorough knowledge of the reading process has several advantages.

### **7.3.8 Have a thorough knowledge of the reading process**

Teachers must have a thorough knowledge of the reading process in order to compile a balanced reading and writing programme. A balanced programme which acknowledges word recognition and comprehension is crucial. From the research (cf. Chapter 6) listening to teachers speak and observing classrooms, a strong emphasis on word recognition was evident. Teacher's beliefs will direct how reading is taught. Preparation of reading programmes should include the categories: units, knowledge base, processes and strategies (cf. 2.5.1).

One of the major concerns is that not all teachers are trained to teach learners with special needs. One way to alleviate this is by having a thorough knowledge of the reading process as it will facilitate the diagnosis of reading difficulties experienced by the learners.

Readers cannot be expected to become independent and self-regulating without the tools to do so.

### **7.3.9 Strategies! Strategies! Strategies!**

The tools are in the form of strategies to facilitate word recognition and comprehension. These have been recorded in detail (cf. 4.2.2.2 (c)). The

different strategies can be prominently displayed on charts in the literate environment, to trigger their use. Teachers should aim for transfer and generalisation through constant reinforcement and consolidation. Teachers have been encouraged to read to the learners as much as possible. These reading sessions provide excellent opportunities for the modelling of strategy implementation. The 'Think-Aloud' method (cf. 4.2.2.2 (c)) facilitates comprehension monitoring and the exposure of thinking processes.

### **7.3.10 An integrated curriculum**

The language arts, reading, writing, listening and speaking must be integrated. Learners need to see the goal of whatever they do and in order to derive full benefit from the programme, written work needs to be seen as integral and natural response to reading. The completion of worksheets in the hope of consolidating concepts needs to be replaced with meaningful goal directed and authentic activities. Subject integration and a flexible timetable is necessary to maximise the benefits of this approach. Reading is so pervasive that every lesson can be adapted to involve reading. Language across the curriculum, the use of thematic units and literature based reading are integral components of an integrated curriculum.

### **7.3.11 Constructing meaning requires a transactional approach**

In the transactional approach, the construction of meaning is the basis of learning with the emphasis being a process orientation. It is learner-centred, with the teacher as facilitator. It is holistic and the objective is to interact with the unknown. Learners are actively involved, grouping is flexible and multidimensional and the context is a social and collaborative. Assessment is continuous and assumes different types (informal, formal and incidental).

For maximal success and empowerment, a major paradigm shift is required from the transmission approach to a transactional one, from looking at disabilities to abilities, from teaching word recognition to facilitating reading as the construction of meaning. Teachers need to be open to change and take ownership of this new point of departure, it cannot be enforced upon anyone. In the same way as teachers need to believe that their learners will succeed, so they need to give themselves a chance and believe that they too, can succeed.

### **7.3.12 Community of learners as a resource**

The size of the classes is, for many teachers, one of the biggest limitations to accommodating diversity. However, if each learner is looked upon as a resource in facilitating reading enhancement, the perspective becomes more positive. Peer tutoring, paired reading, sharing oral and written texts as in 'sharing chair', 'partner reading/writing' and cooperative learning.

'Sharing chair' is an activity in which learners share books, poems or their own personal writing. They control the discussion and support each other. Questions are asked and answered and learners act as informants to peers and teachers. Partner reading/writing involves learners reading books or poems; or writing stories with their partner or small group. They listen to tapes with their partners and make personal responses to texts, complete story maps or construct maps with partners to be shared with the whole class (Englert et al. 1995:260). An additional advantage of interactive teaching and learning is captured by Sapon-Shevin (1994/1995:67) in her statement "we want students included in classrooms not to *compete* with others, but to learn with and from others". Cooperative learning is also a significant element of outcomes-based education.



### 7.3.13 Compatability with outcomes-based education (OBE)

Reading falls within the learning area, Language, Literacy and Communication (LLC) and includes seven specific outcomes reflecting the knowledge, general competencies or skills, abilities and values learners need to achieve.

Outcomes-based education, according to Naicker (1999:13) will facilitate the success of inclusive education because in its respect for and accommodation of learners who experience barriers to learning (including the gifted) "OBE is inclusive in nature". Naicker (1999:92) offers the following as similarities. Those which are of particular significance to the reading programme are italicised:

- "A clear set of expectations or learning outcomes for a single system of education that *accommodates the needs of all learners*."
- Conditions and opportunities within the system which enable and encourage *all learners* to achieve essential outcomes (support services for inclusion; the involvement of parents and other volunteers; flexibility in assessment; clear assessment criteria; time allowance for every learner to be able to demonstrate the outcomes at the required levels and the recognition of a variety of learning modalities).
- Ensuring that all learners are equipped with the knowledge, competence and qualities needed for success after exit from the educational system.
- An assumption that *all learners can learn and succeed, but not necessarily at the same pace and on the same day*.
- Structuring and operating schools so that all students can demonstrate the outcomes.
- *Successful learning promotes even more successful learning.*

- Schools control the conditions that directly affect successful school learning”.

Learner-centredness and the belief that all learners can learn and succeed is firmly embedded in the reading programme, making it compatible with OBE. To these can be added that learners are active participants in the learning process and are encouraged to take responsibility for their learning. The teacher is a facilitator as opposed to a transmitter of knowledge.

#### **7.3.14      Become involved in professional development**

For transformation to take place, teachers must engage in self reflection. Colleagues are valuable resources for collaboration, and consultation. It is of crucial importance that teachers keep abreast of modern trends and advances in education. There is a great deal of literature on reading and inclusion available, so read as much as possible. Become involved in professional development by attending credible workshops, seminars, conferences and inservice training regarding reading and inclusion. The internet is also an invaluable source of information with an international flavour. Documents and websites can be accessed and communication with other teachers facilitated. Take advantage of any opportunities that are available, for example, a local principal arranged a workshop on OBE for her staff development programme. On hearing about it, other schools requested to attend. This extemporary networking is invaluable and results in true learning experiences. The same can be arranged for reading and inclusion. The learners can only gain by teachers’ professional growth and the results thereof make a truly fulfilling experience.

## **7.4 CONCLUSION**

The guidelines derived from this study have several sources and as such are grounded in theory and practice. The visits overseas afforded the opportunities to watch successful teacher-facilitators implement tried and tested approaches to enhance reading. These teachers were very willing to share their expertise in the knowledge that others would benefit. The workshop on inclusion in Stellenbosch, provided an excellent opportunity to understand an inclusionary approach and the unconditional acceptance of learners experiencing barriers to learning and development. The literature study was an unending source of ideas that when practically implemented, proved their excellence. The resulting reading programme to meet individual needs and enhance reading has been practically implemented in several contexts. It is from these experiences that the guidelines have been drawn in the firm belief that firstly, learners, given the necessary 'know how', can improve their reading and secondly, teachers can enhance their teaching of reading within the context of inclusion.

## **CHAPTER EIGHT**

### **SYNOPSIS, FINDINGS AND RECOMMENDATIONS**

#### **8.1 SYNOPSIS**

##### **8.1.1 Introduction**

Some years ago when criteria for enrolment into schools in specialised education were strictly applied, a certain learner was turned away from a local school on the grounds that he did not meet the criteria for specific learning disabilities. No mainstream school would enrol him so the parents sought recourse in the superintendent responsible for the school. The superintendent revoked the team decision and instructed the principal to enrol the learner. The unilateral decision and manner in which this was done, ignoring assessments and recommendations, left the team feeling as though the carpet had been swept from under their feet. In fact they had been catapulted out of a zone of comfort into a situation of change which required considerable adjustment, but for which they were totally unprepared. Penetrating the reflection of the predicament, was the realisation that this is precisely how mainstream teachers will feel when they have to include learners experiencing barriers to learning and development, into their classes. Feelings of fear, inadequacy, and insecurity can be expected, especially if they are not adequately prepared. Apart from being an alarming and frightening experience, it was the beginning of a major paradigm shift.

Along with the paradigm shift was a growing uneasiness that the teaching of reading to learners with reading deficits, as being viewed as a muscle, which if 'trained' through drill and skill, would 'come right'. Rasinsky and Padak (1996:iv) refer to books with ideas to assist learners experiencing difficulties

with reading as being “based on a highly analytic, diagnostic-prescriptive approach that results in a recipe book of activities designed to remediate specific skills and subskills that have been diagnosed as areas of deficiency for the child”. The reality was that these programmed recipes were not working.

It was against this background that this study was embarked upon. It spanned four phases of action research which aimed at:

- Exploring how the teaching of reading could be enhanced in the mainstream intermediate phase classroom within the context of inclusion, in order to accommodate individual needs
- Considering what adjustments intermediate phase teachers who have not been trained to teach learners experiencing barriers to learning and development, would have to make to be able to teach learners with reading deficits to read.
- Providing guidelines for teachers in the intermediate phase, to facilitate their teaching of reading in order to accommodate diversity in regular mainstream classrooms.

In order to fulfil the aim, attention was paid to the following:

- What is reading? This was detailed according to the definitions of reading (cf. 2.3); the reading process (cf. 2.4); the components of reading (cf. 2.5); reading difficulties (cf. 2.6).

- What are the integration and inclusion policies of other countries and how are they practically implemented? (cf. 3.5; 3.5.1.1; 3.5.2.1; 3.5.3.1; 6.2).
- What are the reading policies of these countries? Can any practices from these countries be applied in the intermediate phase in South Africa to facilitate the teaching of reading? (cf. 3.5.1.2; 3.5.2.2; 3.5.3.2; 6.2).
- To compile a reading programme to meet individual needs in the mainstream classroom in the intermediate phase (cf. Chapter 4).
- To practically implement the reading programme through action research to a mainstream grade six class (cf. 6.4; 6.5)).
- From the action research, provide guidelines to facilitate the teaching of reading in the intermediate phase within the context of inclusion (cf. Chapter 7).

## **8.2 THE MOST IMPORTANT FINDINGS OF THIS STUDY**

The following findings evolved from this study.

### **8.2.1 Prominence is given to bottom-up processing**

From the way reading was approached previously and from the answers obtained from the data (cf. 6.4.2.1(c)), it is evident that the bottom-up process (cf. 2.4.2.1) is given prominence. The emphasis is on recognising words at the expense of comprehension. To expedite successful reading requires a firm

belief that processing is interactive (cf. 6.3.3.; 2.4.2.3). The role of the teacher is a crucial one for successful reading to take place (cf. 6.3.4; 6.4.2.1(c)).

Flash cards featured significantly in the learners' recall of how they learnt to read (cf. 6.4.2.1 (a)) confirming a bottom-up approach through the years.

### **8.2.2 Reading comprehension strategies are not taught**

The beliefs of teachers concerning reading, regulate the teaching thereof. It is incorrect to presume that comprehension takes place automatically because words are correctly recognised (cf. 2.5.2). However, if no cognisance is given to reading comprehension as a component of reading requiring the construction of meaning, strategies do not form part of the instructional routine. Understanding, meaning and reading performance did not feature as purposes of reading (6.4.2.1. (a))

Without strategies, readers are not self-regulating. They are not metacognitively aware through monitoring that they are experiencing difficulties and therefore do not manage the problem appropriately. This results in the readers being heavily dependent on outside resources for assistance (6.4.2.1 (a)).

The reason the teacher wanted to become involved in the research programme was because she said that she knew that her learners were experiencing problems, particularly with reading comprehension but she was at a loss as to what to do about it. She also disclosed her lack of knowledge about learners who experience barriers to learning and development and why they should be included in the mainstream (cf. 6.4.2.1(c)).

### **8.2.3        The reader can no longer be viewed as being the only reason for experiencing reading difficulties**

Successful reading comprehension is dependent on the interaction of the reader, the text and the context (cf. 2.5.2). The centre of inclusion is the classroom and as such the context. Learners can no longer be expected to 'fit into the class' but the classroom needs to be made conducive to the learners and be responsive to their needs, if it is to be in any way inclusionary. Acceptance of this leads naturally to the appreciation of the uniqueness of each learner thus making every class an inclusive class. According to research findings concerning the text (cf. 6.4.2.1 (b)) reading was not related to or integrated with other assignments, neither was there evidence of projects being interdisciplinary.

### **8.2.4        A need for paradigm shifts to be made**

Deficit driven models such as the psycho-medical model (cf. 3.2.1) postulate that all learning deficits (including reading) are intrinsic to the learner and therefore these learners should attend special schools for remedial teaching. The interactive model proposes that the difficulties are a result of the interaction of factors in the text and context, with the reader. As the school could be a barrier to learning, it is necessary to restructure the mainstream to accommodate diversity. Part of the restructuring entails teachers having to make paradigm shifts in order to unconditionally accept all learners. This includes the responsibility for teaching them instead of referring them to specialised education. This will entail shifting from the traditional medical model (cf. 1.2.7; 3.2.1) to the interactive paradigm (3.2.1) and the model of ability which is also interactive in nature (cf. 2.6). It will also necessitate a shift from the traditional to the transactional model (cf. 3.7). Ongoing professional development is required as is the need for teachers to see themselves as effective problem solvers.



### **8.2.5 A model of ability not disability**

The challenge to “explore our own attitudes, beliefs and values re diversity” (cf. 6.2.2.3) facilitated the recognition of the challenges of inclusive schooling for the researcher.. There was a significant shift towards perceiving all the learners in the class as unique and having individual needs therefore the focus moved away from only looking at disabilities but rather at abilities. This shift presumes a move from the traditional medical model to the interactive model (cf. 3.2.1; 2.6) and therefore a move away from a series of corrective activities to a more holistic approach. This resulted in a reading programme which matches the reader, the text and the context in an attempt to meet individual needs.

### **8.2.6 There is no one best method to teach reading**

There is no one best method to teach reading, but merely having a repertoire of methods from which to choose does not make a reading programme. It needs to be grounded in a sound philosophy about reading instruction. In addition, to ensure the interaction of the reader, the text and the context, requires that methods are holistically approached. The whole language philosophy fulfils these requirements and forms the necessary base for different approaches to be implemented.

### **8.2.7 Teachers are having to cope with many changes**

Outcomes-based education is being implemented in phases and teachers are having to attend workshops, seminars and in service training in addition to their normal workload. The thought of having to implement a reading programme need not be a threat as the programme is so compatible to OBE and intrinsic to the core practices of Curriculum 2005. It has the potential to facilitate the accommodation of diversity and overcoming barriers to learning and development through age referenced programmes, learner paced

assessment, process orientated assessment, continuous assessment and feedback, peer mediated instruction and staff collaboration.

### **8.3 RECOMMENDATIONS**

In the light of the abovementioned findings and conclusions and the original problem which gave rise to this study (cf. 1.4) the following recommendations are made.

#### **8.3.1 Teachers will need to be supported through professional development on implementing a reading programme aimed at meeting the needs of all learners**

- Considerations applicable to the recommendation
- The prominence given to bottom-up processing (cf. 6.4.2.1 (c)). Teachers need to be exposed to the reading process to appreciate the need for interactive processing
- The absence of strategic teaching (cf. 6.4.2.1(a); 6.4.2.1 (c)). Instruction needs to be process orientated and therefore learners must be given the tools to facilitate the processing. Strategies for word recognition and reading comprehension must be taught
- The lack of literate environments (cf. 6.4.2.1 (c)). Literate environments invite learners to be immersed in print and in doing so experience the advantages of reading for meaning, for information or pleasure.

### **8.3.2 Support teams to facilitate the accommodation of learners experiencing barriers to learning and development**

- Considerations applicable to the recommendation
- The need to make paradigmatic shifts to fully understand the inclusionary approach (cf. 3.5). An internalised understanding of learners experiencing barriers to learning and development is dependent on making these shifts. A surface acceptance is insufficient for teachers to unconditionally accept these learners
- The need to understand learners experiencing barriers to learning and development and individual needs
- Instructional support is necessary. In the same way that it is advocated that learners are given tools so that they can independently problem solve, so teachers must be assisted to cope within inclusive contexts. The support as evidenced overseas (cf. 6.2.2.1; 6.2.2.2) testified to the assistance necessary for teachers. The support was in the form of special needs coordinators, special needs units (SNU), special educational services (SES) and itinerant teachers.

### **8.3.3 The classroom must be recognised as the core of inclusion**

- Considerations applicable to the recommendation
- The classroom is an integral component for successful reading comprehension (cf. 2.5.2) therefore in order for it to have the

desired effect within the context of inclusion, the classroom needs to be recognised as the core thereof

- The need to review, restructure and reorganisation of schools and curricula (cf. 6.2.4). The policy of inclusion has not yet been formally implemented as a national policy but the way needs to be paved for this change. In order to recognise the classroom as the core of inclusion, will require whole school policies to review, reorganise and restructure the school and curriculum
- The need for a total commitment to the interactive/organisational paradigm (cf. 6.2.2.3). Learners are still referred to special schools as opposed to their being accommodated in the mainstream classroom
- The present rigidity of school systems is not conducive to the advancing progressive approaches. Subject teaching limits integration (which is the core of the whole language philosophy). Fragmented timetables do not allow for solid block teaching. Schools where the outcome is based on marks limits continuous assessment and getting to know learners through the different means of assessment (formal, informal, incidental, peer, self and teacher). This in turn limits the provision of individual needs.

#### **8.3.4 Programmes for reading must be Proactive, Preventative and Provide for individual needs (P(PPP))**

- Considerations applicable to the recommendation

- To be proactive, preventative and provide for individual needs, teachers must be adequately trained in the teaching of reading which includes updated definitions of reading (cf. 2.3) the reading process (cf.2.4) the components of reading (cf. 2.5) reading deficits (cf. 2.6)
- The teaching of reading must continue throughout the intermediate phase. Reading covers different phases; emergent, early and fluent reading (cf. Annexure B) each with their own criteria for personal and close reading, exploring language, thinking critically and processing information. To ignore these phases is detrimental to the standard of reading nationally
- An interactive, balanced (word recognition and comprehension) reading programme that provides for individual needs (cf. Ch 4) could be seen as being preventative
- Preset training should include modules on learners experiencing barriers to learning and development. If teachers have a frame of reference from which to work, the fear of the unknown will be avoided
- Teachers must know their learners in order to be proactive, preventative and be able to provide for individual needs.

### **8.3.5 The teaching of reading comprehension should be considered compulsory**

- Considerations applicable to the recommendation

- That reading comprehension strategies made a difference to the learners involved in the action research (cf. 6.6.1; 6.6.2)
- That reading comprehension strategies are not taught (cf. 6.4.2.1 (a); 6.4.2.1 (b); 6.4.2.1 (c))
- Without strategies, readers cannot become self-regulating, independent readers (cf. 6.6.1; 6.6.2).

#### **8.4 CONCLUSION**

It is asserted by Prof Dyson (cf. 3.7) that a shift must be made from the ideas of disability to focusing on the barriers to learning. In other words education needs to be preventative. The normalisation principle (cf. 3.5.1.1) having had a profound influence on international legislation on inclusion is also making inroads into South Africa. Loud calls for the implementation of inclusion as a national policy are being postulated. With inclusion as a real possibility, means imminent change. Therefore being preventative means looking at the situation carefully and asking “what is happening?” ; “what can be done to facilitate change?” ; “how can one be proactive?”

The system of the day required that learners experiencing difficulties be referred to specialised education (cf. 1.3). The implication being that neither the schools nor the teachers were equipped to cope with these learners who learnt so differently from the rest of the class. Inclusion requires that diversity is accommodated in the mainstream classroom. The question now was, what would become of these learners in a context (both the setting and instructional) which was not equipped to provide an education for all?” The particular and immediate concern for the researcher was, reading. The consequences of not being able to read are enormous.

For the researcher, being preventative and proactive would require enhanced teaching. This required finding out as much as possible about inclusion, reading and reading practices in inclusive contexts. Thus began the first cycle of the action research spiral which involved the overseas visits and a workshop on implementing inclusion in South Africa. The literature study was ongoing.

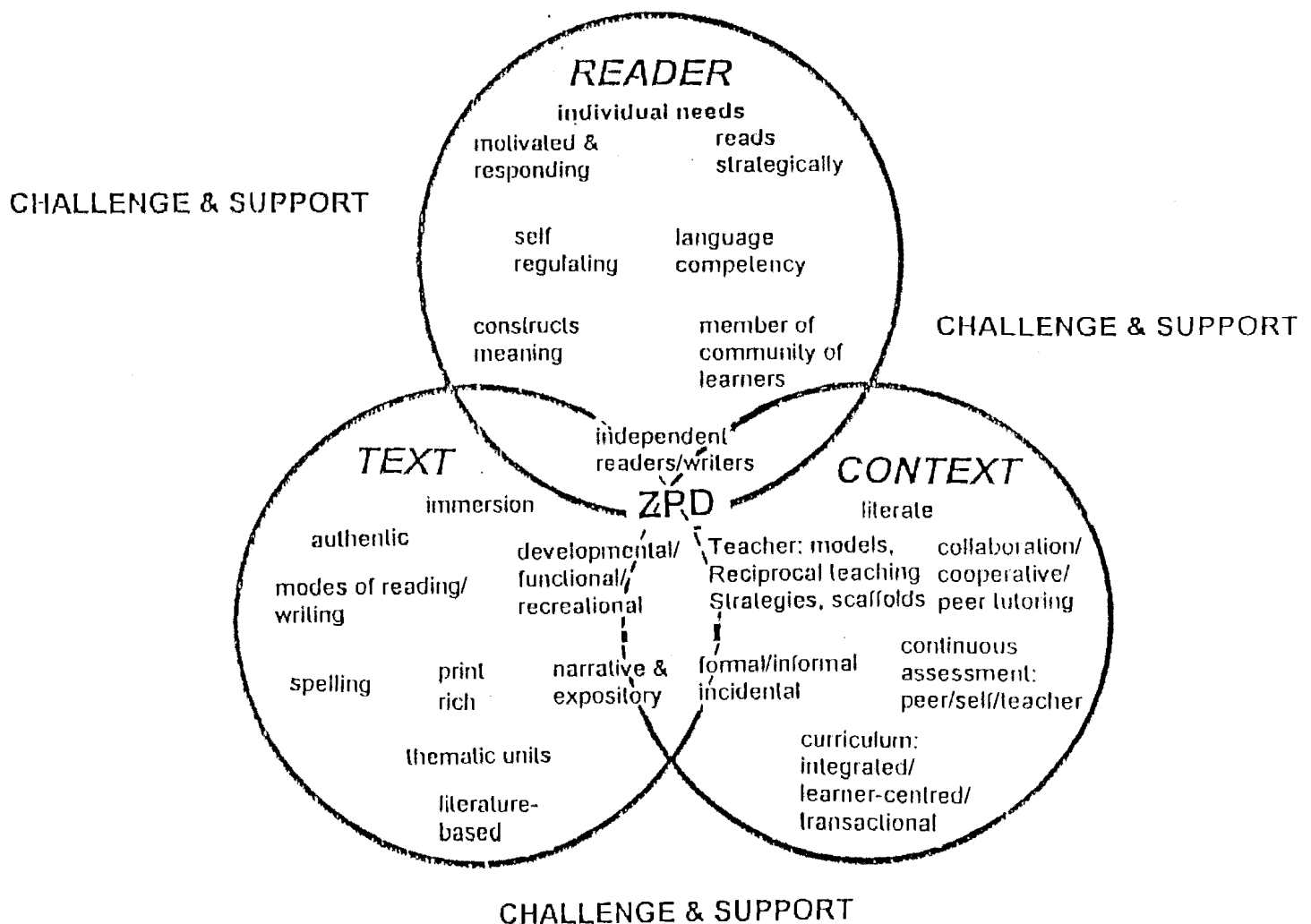
The second cycle saw the compilation of a reading programme aimed at enhancing reading and attending to individual needs. Of significance was the recognition that without any national policies being proclaimed, every class is already an inclusive class because every learner is unique, learns differently and has individual needs. The direction changed from only focusing on learners experiencing barriers to learning and development, to accommodating each learner's needs. In addition, three components interact in order to construct meaning; the reader, the text and the context. This confirmed that the reader alone, could no longer be held responsible for unsuccessful reading performance. The focus had to be on the classroom and how it could be modified to accommodate diversity.

The third cycle saw the implementation by the researcher, of the reading programme in a mainstream class as a case study in an action research. Ongoing observations and reflections resulted in adaptations to improve the practice. The fourth cycle saw the teacher continue the improved programme which was then evaluated at the end of the term by her and the learners. From the action research guidelines have been proposed to assist mainstream teachers to enhance their learners' reading and attend to individual needs. Teachers without training will be able to cope provided they are supported. A continuum of services for the learners is imperative for every school. Colleagues are resources in that, teachers can collaborate with each other, engage in team teaching and work with learning support teachers. Through cooperative learning and peer tutoring, learners can be used as resources. Adjustments on a personal level will be required in order to make the necessary paradigm shifts that facilitate the unconditional acceptance of every learner's

uniqueness. This is particularly so with the learners that were so easily and speedily referred to specialised education in the past.

The question of how teaching can be enhanced to accommodate individual needs is also answered. Having had the practical experience, there is no doubt that through the expanded use of direct instruction in the basic skills, along with whole language instruction and an integrated curriculum, all learners can reach their highest possible academic performance. Interacting the reader, the text and the context is also preventative and proactive and as such can pave the way for the enhancement of reading in the intermediate phase, within the context of inclusion.

Diagram 7 The interaction of the reader the text and the context.





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## **APPENDIX A**

### **OBJECTIVES OF READING** (Harris & Sipay 1990:95-98)

#### **1. Developmental reading**

##### **A. Basic or facilitating skills. The learner**

- has a large sight vocabulary
- flexibly uses a variety of skills to recognise and decode words
- reads silently with speed and fluency
- coordinates rate with comprehension
- reads orally with proper phrasing, expression, pitch, volume and enunciation
- self-corrects disruptive miscues

##### **B. Reading comprehension**

###### **1. Vocabulary. The learner**

- has an extensive and accurate reading vocabulary
- uses context effectively to
  - a) determine the meaning of an unfamiliar word
  - b) choose the appropriate meaning of a word
- interprets figurative and nonliteral language

###### **2. Prior Knowledge. The learner activates and utilises prior knowledge to aid reading comprehension.**

###### **3. Literal comprehension. The learner**

- Grasps the meaning and interrelatedness of meaningful units: words, phrases, sentences, paragraphs, whole selections
- Understands and recalls stated main ideas
- Notes and explains stated cause-effect relationships
- Finds answers to specific questions
- Follows printed directions accurately
- Skims to obtain a total expression

4. Inferential comprehension. The learner
  - Understands and recalls stated main ideas
  - Notes and recalls significant inferred details
  - Recognises and recalls an inferred series of events in correct sequence
  - Notes, recalls and is able to explain inferred cause – effect relationships
  - Anticipates and predicts outcomes
  - Grasps the author's plan and intent
  - Identifies the techniques authors use to create desired effects
5. Critical reading. The learner critically evaluates what is read.
6. Creative reading. The learner extrapolates from what is read to reach new ideas and conclusions.
7. Comprehension monitoring. The learner monitors comprehension and takes corrective action when necessary.

## II Functional reading

- A. Locates needed reading material. The learner
  - Uses indexes
  - Uses tables of contents
  - Uses dictionaries
  - Uses encyclopaedias
  - Uses other bibliographic aids
  - Scans in search of information
- B. Comprehends informational material. The learner
  - Understands technical and specific vocabulary

- Applies the general comprehension skills needed by special subject matter, e.g.
  - a) Reading maths problems
  - b) Reading maps, charts and graphs
  - c) Conducting a science experiment from printed directions
- Makes use of headings, subheadings, marginal notes and other study aids
- Reads independently in the content subjects
- C. Selects the material needed for a purpose
- D. Organises and records what is read. The learner
  - Takes useful notes
  - Summarised
  - Outlines
- E. Displays appropriate study skills and habits

### III. Recreational reading

- A. Displays an interest in reading. The learner
  - Enjoys reading as a voluntary leisure-time activity
  - Selects appropriate reading matter
  - Satisfies interests and needs through reading
- B. Improves and refines reading interests. The learner
  - Reads different kinds of material on a variety of topics
  - Reads materials that reflect mature interests
  - Achieves personal development through reading
- C. Refines literary judgment and taste. The learner
  - Applies differential criteria for various literary forms
  - Appreciates style and beauty of language
  - Seeks for deeper symbolic messages

## CURRICULUM OBJECTIVES AND READING STAGES

### Personal reading

The emergent reader:

- Enjoys listening to stories;
- Wants to participate in the reading of stories, poems and rhymes;
- Is keen to read and to see her/himself as a reader;
- Expects books to be enjoyable, informative or exciting ...

The early reader:

- Is keen to hear and read longer books
- Reads and responds to easy texts
- Is prepared to take risks and makes approximations ...

The fluent reader:

- Is keen to select and read independently and for enjoyment, a range of contemporary and historical texts;
- Pursues reading interests and takes time to read
- Expects to discover new meanings and applications on further reading...

### Close Reading

The emergent reader:

- Engages in behaviour which resembles reading, such as holding a book, turning the pages and retelling the story;
- Develops a memory for text;
- Understands that both the illustrations and the text carry the message ...

The early reader:

- Reads for pleasure and information
- Knows that texts are written by people and represent real and imaginary experience

- Chooses texts for enjoyment and information on the basis of interest, book cover, illustrations and recommendations from others ...

The fluent reader:

- Reads a wide variety of texts fluently and with good comprehension;
- Integrates sources of information efficiently and uses a variety of reading strategies to solve difficulties
- Chooses and requests new titles by favourite authors
- Skim reads for information when selecting a book ...

### **Exploring language**

The emergent reader:

- Holds the book or other text, turns pages correctly and reads from top to bottom
- Knows some print conventions (such as directionality, sentence beginnings and endings, capital letters, rhymes and word beginnings and endings) ...

The early reader:

- Has clear concepts about print;
- Is developing a considerable reading vocabulary;
- Can interpret such markers as ?, ! and commas when reading aloud ...

The fluent reader:

- Uses a table of contents, glossary and index with confidence
- Uses available sources of information and integrates them
- Demonstrates knowledge of the structure of language and of how it works ...

## **Thinking critically**

### **The emergent reader:**

- Anticipates the story line;
- Uses title and illustrations to anticipate what text might be about;
- Is beginning to use sources of information to assist word recognition;

### **The early reader:**

- Can comment on aspects of the plot, characters and sequence of events in a narrative or an account;
- Understands that there may be more than one interpretation of the text;
- Understands the reader's role in extending context and making inferences ...

### **The fluent reader:**

- Identifies and discusses the choices the authors make
- Can identify and discuss the author's viewpoint
- Recognises stereotyping ...

## **Processing information**

### **The emergent reader:**

- Expresses personal views about a character's actions and can relate those views to their own behaviour;
- Can retell a story;
- Is able to draw pictures describing events in a story or poem ...

### **The early reader:**

- Knows how to find picture books, audio cassettes, chapter books, non-fiction texts in the library and can use the catalogue with help;
- Can select reading material and gather information on a topic from a variety of sources, with help;
- Retells a story or explains ideas from an expository text, providing some detail from the text .....



The fluent reader:

- Uses the library independently and confidently;
- Uses databases effectively;
- Is critically reflective;
- Accesses and uses information from a range of sources.

During close reading, text is explored in depth.

"By encouraging students to read closely and look further into texts, teachers can extend students' vocabularies and also their understanding of the effects of words, language features and techniques, to help them think critically about language and meaning." (Ministry of Education 1996:95).

Narrative Texts: Features (plot, characters, setting, theme)

Plays: Features (plot, characters, setting, theme)  
Genre (plays are texts to be acted)

Poetry: Genre (ideas are expressed in metrical or rhythmic form; forms include rhymes, ballads, sonnets, free verse, jingles, haiku...)

Transactional Texts:	<u>Types</u>	<u>Genre</u>
	Letters	formal/informal communication
	Diaries	appointments recounts of events

Advertising persuasive announcements

Reports describe and classify information

To name a few examples.

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Interview Setting \_\_\_\_\_

## Reading Interview

1. When you are reading and come to something you don't know, what do you do?

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Do you ever do anything else?

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2. Who do you know who is a good reader?

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3. What makes \_\_\_\_\_ a good reader?

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4. Do you think \_\_\_\_\_ ever comes to something s/he doesn't know?

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5. If question 4 is yes: When \_\_\_\_\_ does come to something s/he doesn't know, what do you think s/he does?

If question 4 is no: Suppose \_\_\_\_\_ comes to something that s/he doesn't know. What do you think s/he would do?

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6. If you know someone was having trouble reading, how would you help that person?

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7. What would a/your teacher do to help that person?

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8. How did you learn to read?

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9. What would you like to do better as a reader?

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10. Do you think you are a good reader? Why?

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**CONTEXT: INSTRUCTION – TEACHER**  
(Lipson & Wixson 1992:343-345)

**BELIEFS**

What do you believe:

- is the purpose of reading and reading instruction?
- is the purpose of writing and writing instruction?
- are the goals of reading instruction?
- are the goals of writing instruction?
- is necessary for learners to know and do before they will become skilled readers?
- is necessary for learners to know and do before they will become skilled writers?
- are appropriate activities to promote reading competence?
- are appropriate activities to promote writing competence?
- are the most important priorities in teaching literacy?

- is the correct response in oral reading when a reader makes an error?
  - is the correct response in oral reading when a reader does not know a word?
  - are the most important instructional activities readers should be engaged in most of the time
  - is the way a reader should respond to unfamiliar words during silent reading?
  - is the rationale for the best reader?
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**MATERIALS** (Lipson & Wixson 1992:417)

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**Evaluating Workbook and Seatwork Activities****Content and Format**

Generally describe the content and format of seatwork activities. Consider the following:

1. Do activities access background knowledge and set purposes for reading? \_\_\_\_\_
  2. Are activities related to the text and do they help students develop an integrated understanding of the selection and its structure? \_\_\_\_\_
  3. Do activities foster independence in the used of reading strategies? \_\_\_\_\_
  4. Do some activities provide for a systematic and cumulative review of what has actually been taught? \_\_\_\_\_
  5. Do activities reflect the most important aspects of what is being taught in the reading programme? \_\_\_\_\_
  6. Are the vocabulary and concept levels of the activities consistent with the rest of the instruction and appropriate for the learners? \_\_\_\_\_
  7. Are the instructions clear, unambiguous and easy to follow? \_\_\_\_\_
  8. Are the learner response modes the closest possible to authentic reading and writing activities? \_\_\_\_\_
  9. Is attention given to the interrelation of reading skills? \_\_\_\_\_
  10. Is specific instruction provided for each skill practiced independently? \_\_\_\_\_
  11. Are the passages used representative of those for which the skill is intended? \_\_\_\_\_
  12. Do materials avoid fragmented, isolated skill activities? \_\_\_\_\_
-

### Use:

Generally describe how seatwork activities are used.

1. Are activities designed and assigned on the basis of the types of independent seatwork the student needs to understand specific selections and to become a more proficient reader in general?
  2. Are activities used as an integral part of the classroom reading programme and thoroughly integrated with reading lessons?
  3. Do teachers make clear:  
what learners have to do \_\_\_\_\_  
how to do it, \_\_\_\_\_  
why they are doing it \_\_\_\_\_  
how it will help them become better readers? \_\_\_\_\_
  4. Are completed activities discussed in reading groups? \_\_\_\_\_
  5. Do teachers use extended reading and writing activities in place of worksheet activities at least half of the time? \_\_\_\_\_
  6. Are learners able to complete activities with a high success rate? \_\_\_\_\_
  7. Do learners work together on occasion to complete their seatwork? \_\_\_\_\_
  8. Is immediate application provided for skills after they have been taught?
  9. Does seatwork include both teacher-assigned activities and learner choice activities? \_\_\_\_\_
  10. Do the activities assigned vary from low to high levels of complexity; from practicing newly acquired skills to application activities?
  11. When is the seatwork evaluated \_\_\_\_\_ and by whom? \_\_\_\_\_
  12. Is there evidence of self assessment? \_\_\_\_\_
  13. If so, how frequently is it used? \_\_\_\_\_
  14. Do teachers provide constructive feedback within a reasonable time following activity completion? \_\_\_\_\_
-

Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Survey

1. If you had to guess...

How many books would you say you owned? \_\_\_\_\_

How many books would you say are in your house? \_\_\_\_\_

How many books would you say you've read in the last month? \_\_\_\_\_

2. How did you learn to read?

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3. Why do people read?

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4. What does someone have to do in order to be a good reader?

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5. How does a teacher decide which students are good readers?

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6. What kinds of books do you like to read?

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7. How do you decide which books you'll read?

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8. Have you ever reread a book? \_\_\_\_\_ If so, can you name it/them here?

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9. Do you ever read books at home for pleasure? \_\_\_\_\_ If so, how often do you read at home (for pleasure)?

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10. Who are your favorite authors? (List as many as you'd like.)

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11. Do you like to have your teacher read to you? \_\_\_\_\_ If so, is there anything special you'd like to hear?

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12. In general, how do you feel about reading?

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Name \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

## Denver Reading Attitude Survey

*Make a circle around the answer that is most true for you.*

How often do you do each of the following things?

	Almost every day	Once or twice a week	Once or twice a month	A few times a year	Never or hardly ever
1. Get so interested in something you're reading that you don't want to stop.	A	B	C	D	E
2. Read the newspaper.	A	B	C	D	E
3. Tell a friend about a good book.	A	B	C	D	E
4. Read on your own outside of school.	A	B	C	D	E
5. Read about something because you are curious about it.	A	B	C	D	E
6. Read more than one book by an author you like.	A	B	C	D	E
7. What kind of reader do you think you are?					
A. A very good reader.					
B. A good reader.					
C. An average reader.					
D. A poor reader.					
E. A very poor reader.					

(continued)

The following statements are true for some people. They may or may not be true for you, or they may be true for you only part of the time. How often is each of the following sentences true for you?

	Almost always	More than half the time	About half the time	Less than half the time	Never or hardly ever
8. Reading helps me learn about myself.	A	B	C	D	E
9. I feel good about how fast I can read.	A	B	C	D	E
10. Reading helps me understand why people feel or act the way they do.	A	B	C	D	E
11. I believe that reading will help me get ahead when I am no longer in school.	A	B	C	D	E
12. I feel proud about what I can read.	A	B	C	D	E
13. Reading helps me see what it might be like to live in a different place or in a different way.	A	B	C	D	E
14. Being able to read well is important to me.	A	B	C	D	E
15. I can understand what I read in school.	A	B	C	D	E
16. Other people think I read well.	A	B	C	D	E
17. I learn worthwhile things from reading books.	A	B	C	D	E

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## READER BACKGROUND

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**Learner Priorities Checklist** (Bader (1983) cited by Lipson & Wixson 1992:103)

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### 1.1 I need specific help with

- A\_\_\_\_\_ the letters of the alphabet
- B\_\_\_\_\_ the sounds of the letters of the alphabet
- C\_\_\_\_\_ meanings of words
- D\_\_\_\_\_ remembering what I hear
- E\_\_\_\_\_ understanding what I hear
- F\_\_\_\_\_ writing my name
- G\_\_\_\_\_ reading street signs
- H\_\_\_\_\_ using the telephone book
- I\_\_\_\_\_ reading directions
- J\_\_\_\_\_ reading words on food packages
- K\_\_\_\_\_ reading the TV Guide
- or

### 1.2 I need specific help with

- A\_\_\_\_\_ short words
- B\_\_\_\_\_ long words
- C\_\_\_\_\_ sounds of each letter
- D\_\_\_\_\_ sounds of letters together
- E\_\_\_\_\_ reading faster
- F\_\_\_\_\_ meanings of words
- G\_\_\_\_\_ understanding what I read
- H\_\_\_\_\_ remembering what I read
- I\_\_\_\_\_ remembering what I hear
- J\_\_\_\_\_ spelling
- K\_\_\_\_\_ handwriting
- L\_\_\_\_\_ how to study

II I want to study material connected with

A The courses I am taking in \_\_\_\_\_

B My job (manual, directories, directions) \_\_\_\_\_

C My practical needs (forms, maps, schedules) \_\_\_\_\_

D My hobby \_\_\_\_\_

III I like to read about \_\_\_\_\_

I like to read

\_\_\_\_\_ newspapers parts \_\_\_\_\_

\_\_\_\_\_ magazines kinds \_\_\_\_\_

\_\_\_\_\_ short stories types \_\_\_\_\_

\_\_\_\_\_ fiction types \_\_\_\_\_

\_\_\_\_\_ nonfiction topics \_\_\_\_\_

\_\_\_\_\_ comics kinds \_\_\_\_\_

\_\_\_\_\_ other

I hope I can be helped to \_\_\_\_\_

\_\_\_\_\_

IV I prefer to work

\_\_\_\_\_ in a small group with a tutor

\_\_\_\_\_ with another student

\_\_\_\_\_ individually with a tutor

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**MATERIALS**

**Readability Checklist** (based on Irwin & Davis 1980:124-130, cited by Lipson & Wixson 1992:412-413)

Rate the questions below using the following rating system:

5 - Excellent; 4 - Good; 3 - Adequate; 2 - Poor; 1 - Unacceptable

NA - Not Applicable

Textbook Title \_\_\_\_\_

Publisher \_\_\_\_\_

Year \_\_\_\_\_

**Understandability**

- A. \_\_\_\_\_ Are the assumptions about learners' vocabulary knowledge appropriate?
- B. \_\_\_\_\_ Are the assumptions about learners' prior knowledge of this content area appropriate?
- C. \_\_\_\_\_ Are the assumptions about learners' general experiential backgrounds appropriate?
- D. \_\_\_\_\_ Does the teacher's manual provide the teacher with ways to develop and review the learner's conceptual and experiential background?
- E. \_\_\_\_\_ Are new concepts explicitly linked to the learners' prior knowledge or to their experiential backgrounds?
- F. \_\_\_\_\_ Does the text introduce abstract concepts by accompanying them with many concrete examples?
- G. \_\_\_\_\_ Does the text introduce new concepts one at a time with a sufficient number of examples for each one?
- H. \_\_\_\_\_ Are definitions understandable and at a lower level of abstraction than the concepts being defined?
- I. \_\_\_\_\_ Is the level of sentence complexity appropriate for the learners?
- J. \_\_\_\_\_ Are the main ideas of paragraphs, chapters, and subsections clearly stated?
- K. \_\_\_\_\_ Does the text avoid irrelevant details?
- L. \_\_\_\_\_ Does the text explicitly state important complex relationships (causality, conditionality etc.), rather than always expecting the reader to infer them from the context?
- M. \_\_\_\_\_ Does the teacher's manual provide lists of accessible resources containing alternative readings for the very weak or very advanced readers?
- N. \_\_\_\_\_ Is the readability level appropriate?

## **Learnability**

### *Organisation*

- A. \_\_\_\_\_ Does each chapter have an introduction?
- 
- B. \_\_\_\_\_ Is there a clear and simple organisational pattern relating the chapters to each other?
- 
- C. \_\_\_\_\_ Does each chapter have a clear, explicit and simple organisational structure?
- D. \_\_\_\_\_ Does the text include resources such as an index, glossary and table of contents?
- E. \_\_\_\_\_ Do questions and activities draw attention to the organisational pattern of the material (chronological cause and effect, spatial, topical etc.)
- F. \_\_\_\_\_ Do consumable materials interrelate well with the textbook?

### *Reinforcement*

- A. \_\_\_\_\_ Does the text provide opportunities for students to practice using new concepts?
- B. \_\_\_\_\_ Are there summaries at appropriate intervals in the text?
- C. \_\_\_\_\_ Does the text provide adequate iconic aids such as maps, graphs, illustrations, etc. to reinforce concepts?
- D. \_\_\_\_\_ Are there adequate suggestions for usable supplementary activities?
- E. \_\_\_\_\_ Do these activities provide for a broad range of ability levels?
- F. \_\_\_\_\_ Are there literal questions provided for the learners' self review?
- G. \_\_\_\_\_ Do some of the questions encourage the learners to draw inferences?
- H. \_\_\_\_\_ Are there discussion questions which encourage creative thinking?
- I. \_\_\_\_\_ Are questions clearly worded?

### *Motivation*

- A. \_\_\_\_\_ Does the teacher's manual provide introductory activities that will capture learners' interests?
- B. \_\_\_\_\_ Are chapter titles and subheadings concrete, meaningful or interesting?
- C. \_\_\_\_\_ Is the writing style of the text appealing to the learners?
- D. \_\_\_\_\_ Are the activities motivating? Will they make the learner want to pursue the topic further?
- E. \_\_\_\_\_ Does the book clearly show how the knowledge being learned might be used by the learner in the future?
- 
- F. \_\_\_\_\_ Does the text provide positive and motivating models for both sexes as well as for various racial, ethnic and socioeconomic groups.
-

**MATERIALS** (Lipson & Wixson 1992:416)**Seatwork Analysis Form****Kinds of Seatwork** (Check the types of seatwork that occur in this classroom)**Workbooks**

- \_\_\_\_\_ Basal-linked workbook  
 \_\_\_\_\_ Supplemental workbook (specify)  
 \_\_\_\_\_ Commercial worksheets  
 \_\_\_\_\_ Teacher-generated worksheets

**Reading of Connected Text**

- \_\_\_\_\_ Teacher assigned reading  
 \_\_\_\_\_ Independently selected reading material  
 \_\_\_\_\_ Reading related to other assignments (e.g. integrated studies)

**Writing Connected Text**

- \_\_\_\_\_ Journal  
 \_\_\_\_\_ Process writing projects  
 \_\_\_\_\_ Interdisciplinary projects

**Personal Response**

- \_\_\_\_\_ Journal  
 \_\_\_\_\_ Process writing projects  
 \_\_\_\_\_ other

**Group Work** (specify)

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**Proportion of Time spent on Seatwork**

- \_\_\_\_\_ estimate the total percentage of the day that is spent on seatwork  
 \_\_\_\_\_ estimate what percentage of the total reading period is spent on seatwork tasks  
 \_\_\_\_\_ use the space next to each item above and estimate what portion of the total seatwork time is spent on that activity



**CONTEXT: INSTRUCTION – TEACHER** (DeFord (1985) cited by Lipson & Wixson 1992:6)

**What is your theory of reading?**

	Yes	No
1. All letter sounds should be taught before the learner begins formal reading instruction.	_____	_____
2. Reading should be taught through the sequential development of skills.	_____	_____
3. Young readers should learn to read for literal meaning before they infer or apply meaning.	_____	_____
4. Reading aloud to learners enhances their ability to read on their own.	_____	_____
5. Comprehension of words and sentences helps learners decode words.	_____	_____
6. Different kinds of text materials demand different kinds of skills.	_____	_____
7. A learner's initial encounters with print should focus on meaning, not on exact word recognition.	_____	_____
8. When learners do not know a word, they should be instructed first to sound out its parts.	_____	_____
9. It is a good practice to correct a learner as soon as an oral reading mistake is made.	_____	_____
10. It is a sign of a poor reader when words and phrases are repeated.	_____	_____

**CONTEXT: INSTRUCTION - TEACHER****Instructional Focus Sheet** (Lipson & Wixson 1992:365)

## Checklist for Providing a Balanced Focus in Reading/Writing Instruction

*Are learners being given opportunities to develop positive attitudes toward reading? -*

	Yes	No
• are you providing for daily SSR?	_____	_____
• in reading, are you encouraging learners to immerse themselves in reading and responding?	_____	_____
• do you provide ample opportunity to discuss interesting ideas from books and writing?	_____	_____
• are learners encouraged to share what they have read?	_____	_____
• are learners encouraged to share what they have read?	_____	_____
• do you provide guidance in selecting good books and support in reading them?	_____	_____
• what other practices promote a positive view of reading and writing?	_____	_____

---

*Are learners directed toward important content in their reading and writing?*

	Yes	No
• Are you providing support for learners to identify the important information in the text?	_____	_____
• are questions focused on important information in the text?	_____	_____
• are learners expected to integrate information from a variety of sources?	_____	_____

*Do learners have ample opportunity to acquire important process skills?*

---

• do you provide direct instruction in reading strategies and processes?	_____	_____
• do you model effective reading strategies for learners?	_____	_____
• do you assist learners to acquire important information about reading?	_____	_____
• are learners encouraged to recognise patterns in their reading so that they can use the knowledge and skill they possess?	_____	_____

---

**CONTEXT: SETTING** (Lipson & Wixson 1992:347)

**Assessing Classroom Organisation**

	Yes	No
• are classroom rules displayed?	_____	_____
• are they clearly understood by all?	_____	_____
• are there clearly understood classroom routines?	_____	_____
• are procedures for seeking help and getting supplies well established and unobtrusive?	_____	_____
• do learners share the responsibility for routine tasks	_____	_____
<hr/>		
• are routine scheduling problems handled smoothly?	_____	_____
• are transitions between activities handled smoothly and quickly?	_____	_____
• is effective use made of of the available instructional time?	_____	_____

Describe any notable disrupting factors or significant constraints on optimal organisation.

**Assessing Classroom Grouping Practices**

---

- Is the classroom organised into groups of different sizes?  
\_\_\_\_\_ whole \_\_\_\_\_ small \_\_\_\_\_ pairs \_\_\_\_\_ individual
  - Are the groups temporary \_\_\_\_\_ or permanent? \_\_\_\_\_
  - How are these groups formed?  
\_\_\_\_\_ achievement/ability  
\_\_\_\_\_ interest  
\_\_\_\_\_ specific instructional need  
\_\_\_\_\_ other
  - What criteria are used? \_\_\_\_\_
  - For what purpose are these groups used?  
\_\_\_\_\_ direct instruction  
\_\_\_\_\_ practice  
\_\_\_\_\_ support/aid  
\_\_\_\_\_ other
  - How much time is spent on each grouping arrangement?  
\_\_\_\_\_
  - What labels are used to describe these groups?  
\_\_\_\_\_
  - Is cooperative grouping a present organisation? \_\_\_\_\_  
Is paired reading \_\_\_\_\_ buddy reading \_\_\_\_\_  
Peer tutoring \_\_\_\_\_ used for instruction?
  - What judgments have students made about membership in one or another of these groups?
  - If ability grouping is used:
  - How much time does each spend in teacher-directed instruction?  
\_\_\_\_\_ high \_\_\_\_\_ med \_\_\_\_\_ low
  - How much time does each spend in silent reading of connected text?  
\_\_\_\_\_ high \_\_\_\_\_ med \_\_\_\_\_ low
  - In oral reading of connected text?  
\_\_\_\_\_ high \_\_\_\_\_ med \_\_\_\_\_ low
  - In paper-pencil seatwork?  
\_\_\_\_\_ high \_\_\_\_\_ med \_\_\_\_\_ low
-

**CONTEXT: SETTING (PHYSICAL)**  
(Cooper 1990:35)

**Literate Environment Checklist:**

	Yes	No
Are there the following areas or combinations of areas in the classroom?		
• library area	_____	_____
• writing and publishing area	_____	_____
• listening and viewing area	_____	_____
• sharing area	_____	_____
• creative arts area	_____	_____
• group meeting area	_____	_____
• display area	_____	_____
Are areas changed or improved within reasonable time frames?	_____	_____
Do learners utilise certain areas more than others?	_____	_____
• which ones?		

Areas that need to be added:

Areas that need to be improved or changed:

---

**READER: KNOWLEDGE ABOUT READING** (Lipson & Wixson 1992:113).**An Observation Guide for Reading Knowledge**

- |   |       |
|---|-------|
| Demonstrates flexibility in approach to reading tasks                                 | _____ |
| Handles different genre with ease   | _____ |
| Always seeks the same type of literature  | _____ |
| Reads about a range of topics   | _____ |
| Reads at different pace for different material  | _____ |
| Adapts reading strategies to task demands   | _____ |
| Subvocalises during silent reading  | _____ |
| Can use books for recreation  | _____ |
| Can use books to find information   | _____ |
| Draws books from the library  | _____ |
| Talks about books   | _____ |
| Uses literary references in informal ways (e.g.<br>"When I'm six, I'll fix Matthew"). | _____ |

## Examiner Word Lists

## Fifth

	<i>Identified Automatically</i>	<i>Identified</i>
1. attend	_____	_____
2. protest	_____	_____
3. movement	_____	_____
4. sailor	_____	_____
5. month	_____	_____
6. threatened	_____	_____
7. continue	_____	_____
8. tales	_____	_____
9. creature	_____	_____
10. wavelengths	_____	_____
11. laser	_____	_____
12. focuses	_____	_____
13. arrested	_____	_____
14. poison	_____	_____
15. route	_____	_____
16. convince	_____	_____
17. giant	_____	_____
18. pollution	_____	_____
19. aluminum	_____	_____
20. finance	_____	_____

Total Correct Automatic \_\_\_\_\_/20 = \_\_\_\_\_%

Total Correct Identified \_\_\_\_\_/20 = \_\_\_\_\_%

Total Number Correct \_\_\_\_\_/20 = \_\_\_\_\_%

## Sixth

	<i>Identified Automatically</i>	<i>Identified</i>
1. sewed	_____	_____
2. controlled	_____	_____
3. championships	_____	_____
4. messenger	_____	_____
5. fortune	_____	_____
6. memories	_____	_____
7. abolish	_____	_____
8. earthquake	_____	_____
9. volunteers	_____	_____
10. machines	_____	_____
11. businesses	_____	_____
12. shrinking	_____	_____
13. research	_____	_____
14. abdomen	_____	_____
15. slavery	_____	_____
16. howled	_____	_____
17. homogenized	_____	_____
18. connection	_____	_____
19. fashioned	_____	_____
20. behavior	_____	_____

Total Correct Automatic \_\_\_\_\_/20 = \_\_\_\_\_%

Total Correct Identified \_\_\_\_\_/20 = \_\_\_\_\_%

Total Number Correct \_\_\_\_\_/20 = \_\_\_\_\_%

## LEVELS

Independent	Instructional	Frustration
18-20	14-17	below 14
90-100%	70-85%	below 70%



## Examiner Word Lists

### Junior High

	<i>Identified Automatically</i>	<i>Identified</i>
1. commissioned	_____	_____
2. arduous	_____	_____
3. tumultuous	_____	_____
4. navigated	_____	_____
5. straits	_____	_____
6. initiated	_____	_____
7. skirmish	_____	_____
8. laboriously	_____	_____
9. reluctant	_____	_____
10. sovereign	_____	_____
11. crucial	_____	_____
12. tsar	_____	_____
13. parliament	_____	_____
14. majestic	_____	_____
15. rebellion	_____	_____
16. ammonium	_____	_____
17. reign	_____	_____
18. emperor	_____	_____
19. meticulous	_____	_____
20. mantle	_____	_____

Total Correct Automatic \_\_\_\_\_ /20 = \_\_\_\_\_ %

Total Correct Identified \_\_\_\_\_ /20 = \_\_\_\_\_ %

Total Number Correct \_\_\_\_\_ /20 = \_\_\_\_\_ %

LEVELS		
Independent	Instructional	Frustration
18-20	14-17	below 14
90-100%	70-85%	below 70%

## Martin Luther King, Jr.

---

When Martin Luther King, Jr., was a boy, many laws would not allow black people to go to the same places as whites. Some people thought blacks were not as good as whites. Black children could not attend some schools, and certain restaurants had signs that said “whites only.” Blacks could not sit in the front of a bus and, if a bus got crowded, they had to give up their seat to a white person. King did not agree with laws like these for he believed that all people are equal. He did not think that skin color should keep people apart. Laws separating blacks and whites were unjust, and King decided to protest such laws.

Many people organized to help him. King said that they must protest in a peaceful way. King told his followers to “meet hate with love.” In Montgomery, Alabama, Rosa Parks, a black woman, was arrested and fined for not giving up her seat to a white man on a bus. King led the movement to protest this action. Thousands of people refused to ride the buses. The bus companies began to lose money. In time the law was changed. King traveled to many cities. He talked to the people and led them in peaceful marches.

More and more people heard about King’s peaceful protests and joined him. King led a march to our center of government, Washington, D.C., to ask that the unjust laws be changed. Finally, the United States Supreme Court agreed with King. The laws separating blacks and whites were changed. King was given the Nobel Peace Prize for his work. Today people still admire King because he fought for justice in a peaceful way. January 15 was named as a national holiday in honor of Martin Luther King, Jr.

---

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## Level: Five

### Narrative

#### Concept Questions:

Who was Martin Luther King?

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---

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(3-2-1-0)

What is racism?

---

---

---

(3-2-1-0)

What is Washington D.C.?

---

---

---

(3-2-1-0)

What does "equal rights for blacks" mean to you?

---

---

---

(3-2-1-0)

Score: \_\_\_\_\_ /12 = \_\_\_\_\_ %

\_\_\_\_\_ FAM \_\_\_\_\_ UNFAM

Prediction:

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### Martin Luther King, Jr.

When Martin Luther King, Jr., was a boy, many laws would not allow black people to go to the same places as whites. Some people

thought blacks were not as good as whites. Black children could not attend some schools, and certain restaurants had signs that said "white only." Blacks could not sit in the front of a bus and, if a bus got crowded, they had to give up their seat to a white person. King did not agree with laws like these for he believed that all people are equal. He did not think that skin color should keep people apart. Laws separating blacks and whites were unjust, and King decided to protest such laws.

Many people organized to help him. King said that they must protest in a peaceful way. King told his followers to "meet hate with love." In Montgomery, Alabama, Rosa Parks, a black woman, was arrested and fined for not giving up her seat to a white man on a bus. King led the movement to protest this action. Thousands of people refused to ride the buses. The bus companies began to lose money. In time the law was changed. King traveled to many cities. He talked to the people and led them in peaceful marches.

More and more people heard about King's peaceful protests and joined him. King led a march to our center of government, Washington, D.C., to ask that the unjust laws be changed. Finally, the United States

## Level: Five

Supreme Court agreed with King. The laws separating blacks and whites were changed. King was given the Nobel Peace Prize for his work. Today people still admire King because he fought for justice in a peaceful way. January 15 was named as a national holiday in honor of Martin Luther King, Jr. (297 words)

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Number of Total Miscues

(Total Accuracy): \_\_\_\_\_

Number of Meaning Change Miscues

(Total Acceptability): \_\_\_\_\_

Total  
Accuracy

Total  
Acceptability

0-7 miscues \_\_\_\_\_ Independent \_\_\_\_\_ 0-7 miscues

8-31 miscues \_\_\_\_\_ Instructional \_\_\_\_\_ 8-16 miscues

32+ miscues \_\_\_\_\_ Frustration \_\_\_\_\_ 17+ miscues

Rate:  $297 \times 60 /$  \_\_\_\_\_ seconds = \_\_\_\_\_ WPM

### Retelling Scoring Sheet for Martin Luther King, Jr.

#### Setting/Background

- \_\_\_\_\_ When Martin Luther King, Jr., was a boy
- \_\_\_\_\_ laws would not allow blacks
- \_\_\_\_\_ to go to the same places
- \_\_\_\_\_ as whites.
- \_\_\_\_\_ People thought
- \_\_\_\_\_ blacks weren't as good
- \_\_\_\_\_ as whites.

- \_\_\_\_\_ Black children could not attend some
- \_\_\_\_\_ schools.
- \_\_\_\_\_ Certain restaurants had signs
- \_\_\_\_\_ that said
- \_\_\_\_\_ "whites only."
- \_\_\_\_\_ Blacks could not sit
- \_\_\_\_\_ in front
- \_\_\_\_\_ of a bus.
- \_\_\_\_\_ If the bus got crowded
- \_\_\_\_\_ they had to give up their seat
- \_\_\_\_\_ to a white.

#### Goal

- \_\_\_\_\_ King did not agree
- \_\_\_\_\_ with these laws.
- \_\_\_\_\_ He believed
- \_\_\_\_\_ that all people are equal.
- \_\_\_\_\_ He decided
- \_\_\_\_\_ to protest these laws.

#### Events

- \_\_\_\_\_ King said
- \_\_\_\_\_ they must protest
- \_\_\_\_\_ in a peaceful way.
- \_\_\_\_\_ In Alabama
- \_\_\_\_\_ Rosa Parks was arrested
- \_\_\_\_\_ for not giving up her seat
- \_\_\_\_\_ to a white man.
- \_\_\_\_\_ King led a movement
- \_\_\_\_\_ to protest this action.
- \_\_\_\_\_ Thousands refused
- \_\_\_\_\_ to ride the buses.
- \_\_\_\_\_ The bus company lost money.
- \_\_\_\_\_ The law was changed.
- \_\_\_\_\_ King led a march
- \_\_\_\_\_ to our center of government,
- \_\_\_\_\_ Washington, D.C.,
- \_\_\_\_\_ to ask
- \_\_\_\_\_ that the laws be changed.
- \_\_\_\_\_ the unjust laws

#### Resolution

- \_\_\_\_\_ The Supreme Court agreed.
- \_\_\_\_\_ The laws were changed
- \_\_\_\_\_ laws separating blacks and whites.

## Level: Five

- \_\_\_ King was given a prize
- \_\_\_ the Nobel Peace Prize
- \_\_\_ for his work.
- \_\_\_ People still admire King.
- \_\_\_ January 15 was named
- \_\_\_ as a holiday
- \_\_\_ a national holiday
- \_\_\_ in honor of King.

Other ideas recalled, including references

### Questions for Martin Luther King, Jr.

1. What was Martin Luther King's main goal?  
*Implicit:* he wanted equality for black people

2. Why had people made laws separating blacks and whites?  
*Implicit:* they thought blacks were not as good as whites

3. In some cities, what did blacks have to do on a crowded bus?  
*Explicit:* give up their seat to a white person

4. Why was Rosa Parks arrested?  
*Explicit:* she refused to give up her seat

5. What did many people do to protest Rosa Park's arrest?

*Explicit:* they refused to ride the buses

6. What happened when people refused to ride the buses?

*Implicit:* the law was changed. If the student says, "the bus companies lost money," ask "what happened because of that"?

7. Why was Washington, D.C., an important place to protest unjust laws?

*Implicit:* it is where the President and government officials are so they would see the protest

8. Name one way in which Martin Luther King was honored for his work.

*Explicit:* the Nobel Prize; or the national holiday

Number Correct Explicit: \_\_\_\_

Number Correct Implicit: \_\_\_\_

Total: \_\_\_\_

\_\_\_ Independent: 8 correct

\_\_\_ Instructional: 6-7 correct

\_\_\_ Frustration: 0-5 correct

## Christopher Columbus

---

Christopher Columbus was determined to find an all-water route to the East Indies. Discovering this would bring him fame and fortune. However, Columbus also believed that the world was round. Many people laughed at this idea. They thought the world was flat. Columbus hoped to prove his theory. He would sail west in order to reach the East.

King Ferdinand and Queen Isabella of Spain thought Columbus's idea had merit. However, Spain was fighting a costly war. Columbus had to wait seven long years. Then they gave him money to finance the expedition. It was easy to buy ships and supplies. It was more difficult to find sailors who were willing to join him. Finally, in 1492, he set sail on the uncharted, unexplored Atlantic Ocean. Columbus had ninety sailors and three ships. His ships were the Nina, the Pinta, and the Santa Maria.

After they had been out of sight of land for a month, the sailors became frightened. They did not really believe the earth was round. They were afraid to sail too far to the edge. No one had ever sailed out so far upon the "Sea of Darkness." The sailors talked of mutiny. Columbus tried to convince them that they had nothing to fear. He reminded them of the gold they would get if they finished the voyage and he told them they would be famous. But still the sailors threatened to take over and turn back.

Just when it seemed they would go no farther, branches and leaves were seen in the water. The sailors felt much better and agreed to continue sailing. Then on October 12, 1492, the welcome call was heard that land had been sighted. Columbus claimed the new land for Spain and named the inhabitants Indians. He mistakenly thought he had found a new route to the East. In fact, Columbus died believing he had reached the Indies.

## Level: Five

### Narrative

#### Concept Questions:

Who was Christopher Columbus?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3-2-1-0)

What did Christopher Columbus want to prove?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3-2-1-0)

What does "sea voyages of long ago" mean to you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3-2-1-0)

Why are we called Americans?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3-2-1-0)

Score: \_\_\_\_\_ /12 = \_\_\_\_\_ %

\_\_\_\_\_ FAM \_\_\_\_\_ UNFAM

Prediction:

\_\_\_\_\_  
\_\_\_\_\_

### Christopher Columbus

Christopher Columbus was determined to find an all-water route to the East Indies.

Discovering this would bring him to fame and fortune. However, Columbus also believed that the world was round. Many people laughed at this idea. They thought the world was flat. Columbus hoped to prove his theory. He would sail west in order to reach the East.

King Ferdinand and Queen Isabella of Spain thought Columbus's idea had merit. However, Spain was fighting a costly war. Columbus had to wait seven long years. Then they gave him money to finance the expedition. It was easy to buy ships and supplies. It was more difficult to find sailors who were willing to join him. Finally, in 1492, he set sail on the uncharted, unexplored Atlantic Ocean. Columbus had ninety sailors and three ships. His ships were the Nina, the Pinta, and the Santa Maria.

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## Level: Five

them of the gold they would get if they finished the voyage and he told them they would be famous. But still the sailors threatened to take over and turn back.

Just when it seemed they would go no farther, branches and levels were seen in the water. The sailors felt much better and agreed to continue sailing. Then on October 12, 1492, the welcome call was heard that land had been sighted. Columbus claimed the new land for Spain and named the inhabitants Indians. He mistakenly thought he had found a new route to the East. In fact, Columbus died believing he had reached the Indies. (317 words)

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Number of Total Miscues

(Total Accuracy): \_\_\_\_\_

Number of Meaning Change Miscues

(Total Acceptability): \_\_\_\_\_

Total  
Accuracy

Total  
Acceptability

0-7 miscues \_\_\_\_\_ Independent \_\_\_\_\_ 0-7 miscues

8-33 miscues \_\_\_\_\_ Instructional \_\_\_\_\_ 8-17 miscues

34+ miscues \_\_\_\_\_ Frustration \_\_\_\_\_ 18+ miscues

Rate:  $317 \times 60 /$  \_\_\_\_\_ seconds = \_\_\_\_\_ WPM

## Retelling Scoring Sheet for Christopher Columbus

### Setting/Background

- \_\_\_ Columbus believed
- \_\_\_ that the world was round.
- \_\_\_ People thought
- \_\_\_ the world was flat.
- \_\_\_ Columbus hoped
- \_\_\_ to prove his theory.

### Goal

- \_\_\_ Columbus was determined
- \_\_\_ to find a route
- \_\_\_ an all-water route
- \_\_\_ to the Indies.
- \_\_\_ He would sail west
- \_\_\_ to reach the East.

### Events

- \_\_\_ Spain was fighting a war.
- \_\_\_ Columbus had to wait
- \_\_\_ for 7 years.
- \_\_\_ The King Ferdinand
- \_\_\_ and Queen Isabella gave him money.
- \_\_\_ It was easy
- \_\_\_ to buy ships
- \_\_\_ and supplies.
- \_\_\_ It was difficult
- \_\_\_ to find sailors.
- \_\_\_ In 1492
- \_\_\_ he set sail.
- \_\_\_ Columbus had sailors
- \_\_\_ 90 sailors and ships,
- \_\_\_ three ships,
- \_\_\_ the Nina,
- \_\_\_ the Pinta,
- \_\_\_ and the Santa Maria.
- \_\_\_ The sailors were afraid
- \_\_\_ to sail too far
- \_\_\_ to the edge.
- \_\_\_ Columbus tried to convince them
- \_\_\_ that they had nothing to fear.
- \_\_\_ Columbus reminded them



## Level: Five

- \_\_\_ of the gold
- \_\_\_ they would get.
- \_\_\_ He told them
- \_\_\_ they would be famous.
- \_\_\_ But the sailors threatened
- \_\_\_ to take over
- \_\_\_ and turn back.
- \_\_\_ Just when it seemed
- \_\_\_ they would go no farther,
- \_\_\_ branches
- \_\_\_ and leaves were seen
- \_\_\_ in the water.
- \_\_\_ The sailors felt better
- \_\_\_ and agreed
- \_\_\_ to continue.

### Resolution

- \_\_\_ Land was sighted.
- \_\_\_ Columbus claimed the land
- \_\_\_ for Spain.
- \_\_\_ He named the inhabitants
- \_\_\_ Indians.
- \_\_\_ Columbus died
- \_\_\_ believing
- \_\_\_ he had reached the Indies.

Other ideas recalled, including inferences

### Questions for Christopher Columbus

1. What was Christopher Columbus's main goal?  
*Implicit:* to prove the world was round; to sail west to get to the East Indies

2. How long did Christopher Columbus have to wait before he got the money from the king and queen of Spain?

*Explicit:* seven years

3. Why was it more difficult to get sailors than ships and supplies?

*Implicit:* people did not believe the world was round; the Atlantic was uncharted and unknown. If student says, "Sailors were afraid," ask, "Why?"

4. Why did the sailors become frightened after being out of sight of land for a month?

*Explicit:* they didn't believe the earth was round and they didn't want to sail close to the edge

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## Getting Rid of Trash

---

In the past, when people wanted to get rid of their trash, they just threw it out. Sometimes they threw it into the streets or alleys, and sometimes they packed it into a wagon and dumped it near the edge of town. Open dumping caused many problems. The trash was ugly and often smelled. It attracted rats and other animals that carried diseases.

Over the years people have changed the way they get rid of trash. Now trash is often crushed and put in open places. A layer of trash is dumped and smashed down. Then it is covered with dirt. Another layer of trash is dumped and covered with dirt. This way of getting rid of trash is called landfill. Buildings can be built on landfill.

Burning trash is another way of getting rid of it; however, this often adds to air pollution. Today we have new furnaces for burning trash which are called incinerators. These new incinerators have scrubbers on their chimneys which cut down on air pollution. The new incinerators also gather some of the heat let off by burning trash. This energy can be used to heat homes and businesses.

There is another way of dealing with trash. It is recycling or changing waste products so they can be used again. We can do this with paper, glass, or aluminum. Glass can be crushed, melted down, and then made into new jars and bottles. This cuts down on the amount of trash. It also takes less energy to recycle glass and cans than to make new ones.

---

Adapted from M. R. Cohen, B. J. Del Giorno, J. D. Harlan, A. J. McCormack, and J. R. Staver, *Scott, Foresman Science, Grade 5* (Glenview, Ill.: Scott, Foresman and Co., 1984), pp. 374–376.

## Level: Five

### Expository

#### Concept Questions:

What does "getting rid of trash" mean to you?

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---

(3-2-1-0)

What are the purposes of recycling?

---

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---

(3-2-1-0)

What happens after products are recycled?

---

---

---

(3-2-1-0)

What is landfill?

---

---

---

(3-2-1-0)

Score: \_\_\_\_\_ /12 = \_\_\_\_\_ %  
\_\_\_\_\_ FAM \_\_\_\_\_ UNFAM

Prediction:

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---

### Getting Rid of Trash

In the past, when people wanted to get rid of their trash, they just threw it out.

Sometimes they threw it into the streets or alleys, and sometimes they packed it into a wagon and dumped it near the edge of town. Open dumping caused many problems. The trash was ugly and often smelled. It attracted rats and other animals that carried diseases.

Over the years people have changed the way they get rid of trash. Now trash is often crushed and put in open places. A layer of trash is dumped and smashed down. Then it is covered with dirt. Another layer of trash is dumped and covered with dirt. This way of getting rid of trash is called landfill. Buildings can be built on landfill.

Burning trash is another way of getting rid of it; however, this often adds to air pollution. Today we have new furnaces for burning trash which are called incinerators. These new incinerators have scrubbers on their chimneys which cut down on air pollution. The new incinerators also gather some of the heat let off by burning trash. This energy can be used to heat homes and businesses.

There is another way of dealing with trash. It is recycling or changing waste products so they can be used again. We can do this with paper, glass, or aluminum. Glass

## Level: Five

can be crushed, melted down, and then made into new jars and bottles. This cuts down on the amount of trash. It also takes less energy to recycle glass and cans than to make new ones. (261 words)

Adapted from M. R. Cohen, B. J. Del Giorno, J. D. Harlan, A. J. McCormack, and J. R. Staver, *Scott, Foresman Science, Grade 5* (Glenview, Ill.: Scott, Foresman and Co., 1984), pp. 374-376

Number of Total Miscues  
(Total Accuracy): \_\_\_\_\_

Number of Meaning Change Miscues  
(Total Acceptability): \_\_\_\_\_

Total Accuracy		Total Acceptability
----------------	--	---------------------

0-6 miscues	_____ Independent	_____ 0-6 miscues
-------------	-------------------	-------------------

7-27 miscues	_____ Instructional	_____ 7-14 miscues
--------------	---------------------	--------------------

28+ miscues	_____ Frustration	_____ 15+ miscues
-------------	-------------------	-------------------

Rate: 261 x 60 / _____ seconds =	_____ WPM
----------------------------------	-----------

### Retelling Scoring Sheet for Getting Rid of Trash

#### Main Idea

- \_\_\_\_\_ In the past
- \_\_\_\_\_ when people got rid of trash
- \_\_\_\_\_ they threw it out.

#### Details

- \_\_\_\_\_ They threw it
- \_\_\_\_\_ into streets
- \_\_\_\_\_ or alleys
- \_\_\_\_\_ or dumped it
- \_\_\_\_\_ near the edge
- \_\_\_\_\_ of town.

- \_\_\_\_\_ Dumping caused problems.
- \_\_\_\_\_ The trash was ugly
- \_\_\_\_\_ and smelled.
- \_\_\_\_\_ It attracted rats
- \_\_\_\_\_ and animals carrying diseases.

#### Main Idea

- \_\_\_\_\_ A way of getting rid of trash
- \_\_\_\_\_ is landfill.

#### Details

- \_\_\_\_\_ Trash is crushed
- \_\_\_\_\_ and put in open places.
- \_\_\_\_\_ A layer is dumped
- \_\_\_\_\_ and smashed down.
- \_\_\_\_\_ It is covered
- \_\_\_\_\_ with dirt.
- \_\_\_\_\_ Another layer of trash is dumped
- \_\_\_\_\_ and covered
- \_\_\_\_\_ with dirt.
- \_\_\_\_\_ Buildings can be built on landfill.

#### Main Idea

- \_\_\_\_\_ Burning is another way
- \_\_\_\_\_ of getting rid of trash.

#### Details

- \_\_\_\_\_ This added to pollution.
- \_\_\_\_\_ Furnaces burn trash
- \_\_\_\_\_ called incinerators.
- \_\_\_\_\_ They have scrubbers
- \_\_\_\_\_ to cut down pollution.
- \_\_\_\_\_ They gather heat.
- \_\_\_\_\_ This energy can heat homes
- \_\_\_\_\_ and businesses.

#### Main Idea

- \_\_\_\_\_ Recycling gets rid of trash.

#### Details

- \_\_\_\_\_ We do this with paper,
- \_\_\_\_\_ glass,
- \_\_\_\_\_ or aluminum.
- \_\_\_\_\_ Glass can be melted

## Level: Five

- \_\_\_\_\_ and made into jars
- \_\_\_\_\_ and bottles.
- \_\_\_\_\_ It takes less energy
- \_\_\_\_\_ to recycle glass
- \_\_\_\_\_ and cans
- \_\_\_\_\_ than to make new ones.

Other ideas recalled, including inferences

---

### Questions for Getting Rid of Trash

1. What is this passage mainly about?  
*Implicit:* different ways to get rid of trash
  
2. What was one problem caused by open dumping?  
*Explicit:* bad smells, diseased animals, ugly sights
  
3. Why is trash crushed before it is placed in a landfill?  
*Implicit:* it takes up less space/land
  
4. Landfills get rid of trash. What other use do they have?  
*Implicit:* you can build on them

5. What is put on incinerator chimneys to cut down on pollution?

*Explicit:* scrubbers

6. What can the heat let off by burning trash be used for?

*Explicit:* heating homes and businesses

7. Name one product that can be recycled.

*Explicit:* glass; paper; aluminum

8. Why might recycled cans and bottles be cheaper than new ones?

*Implicit:* used less energy so they probably cost less

Number Correct Explicit: \_\_\_\_\_

Number Correct Implicit: \_\_\_\_\_

Total: \_\_\_\_\_

\_\_\_\_\_ Independent: 8 correct

\_\_\_\_\_ Instructional: 6-7 correct

\_\_\_\_\_ Frustration: 0-5 correct

## Pele

---

Pele was born in the South American country of Brazil. He lived in a small village and his family was very poor. But Pele had a dream. He wanted to become a professional soccer player. He could not afford a soccer ball so he fashioned one. He took an old sock, stuffed it with newspapers and sewed it together with string. It was a poor substitute, but it was better than nothing. Pele and his friends formed their own team. They did not have enough money to purchase shoes but that did not stop them. They played barefoot and became known as the "barefoot team."

Pele and his friends saved their money, and eventually the team was able to get a regular ball and shoes. Pele discovered that the ball could be better controlled when he wore shoes. Pele and his team practiced continuously. They soon began playing older and more established teams from the big cities. The team began to win most of its games. Pele was the star of the team. People thought this was amazing because he was only eleven years old!

Pele's skill at soccer came to the attention of influential people and when he was fifteen, he was signed by the Santos team. Pele led the Santos team to many championships. He also led the Brazilian national team to three world championships. Pele also holds many records and has scored over twelve hundred goals in his career as a professional player.

Pele decided to retire in 1974. Then he changed his mind and came to the United States where he joined the New York Cosmos. Soccer had not been very popular in the United States up to this point, but Pele's presence had a dramatic effect. Crowds at games doubled and tripled as people came to see the famous and exciting Pele. Games began to be shown on television. Soccer gained in popularity and many children in the United States began to play soccer. Soccer is now one of the most popular sports in the United States, due in part to the dream of a young boy in Brazil.

---

From *Holt Social Studies, Our World, Our Regions, and Our History*, edited by JoAnn Cangemi, copyright © 1983 by Holt, Rinehart and Winston, Inc. Reprinted by permission of the publisher.

## Level: Six

### Narrative

#### Concept Questions:

Who is Pele?

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---

(3-2-1-0)

What is soccer?

---

---

---

(3-2-1-0)

What are professional athletes?

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---

---

(3-2-1-0)

Why do some sports become popular?

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---

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(3-2-1-0)

Score: \_\_\_\_\_/12 = \_\_\_\_\_%

\_\_\_\_\_ FAM \_\_\_\_\_ UNFAM

Prediction:

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---

### Pele

Pele was born in the South American country of Brazil. He lived in a small village and his family was very poor. But Pele had a

dream. He wanted to become a professional soccer player. He could not afford a soccer ball so he fashioned one. He took an old sock, stuffed it with newspapers and sewed it together with string. It was a poor substitute, but it was better than nothing. Pele and his friends formed their own team. They did not have enough money to purchase shoes but that did not stop them. They played barefoot and became known as the "barefoot team."

Pele and his friends saved their money, and eventually the team was able to get a regular ball and shoes. Pele discovered that the ball could be better controlled when he wore shoes. Pele and his team practiced continuously. They soon began playing older and more established teams from the big cities. The team began to win most of its games. Pele was the star of the team. People thought this was amazing because he was only eleven years old!

Pele's skill at soccer came to the attention of influential people and when he was fifteen, he was signed by the Santos team. Pele led the Santos team to many championships. He also led the Brazilian national team to three world championships. Pele also holds many

## Level: Six

records and has scored over twelve hundred goals in his career as a professional player.

Pele decided to retire in 1974. Then he changed his mind and came to the United States where he joined the New York Cosmos. Soccer had not been very popular in the United States up to this point, but Pele's presence had a dramatic effect. Crowds at games doubled and tripled as people came to see the famous and exciting Pele. Games began to be shown on television. Soccer gained in popularity and many children in the United States began to play soccer. Soccer is now one of the most popular sports in the United States, due in part to the dream of a young boy in Brazil. (351 words)

From *Holt Social Studies, Our World, Our Regions, and Our History*, edited by JoAnn Cangemi, copyright © 1983 by Holt, Rinehart and Winston, Inc. Reprinted by permission of the publisher.

Number of Total Miscues

(Total Accuracy): \_\_\_\_\_

Number of Meaning Change Miscues

(Total Acceptability): \_\_\_\_\_

Total  
Accuracy

Total  
Acceptability

0-8 miscues \_\_\_\_\_ Independent \_\_\_\_\_ 0-8 miscues

9-36 miscues \_\_\_\_\_ Instructional \_\_\_\_\_ 9-19 miscues

37+ miscues \_\_\_\_\_ Frustration \_\_\_\_\_ 20+ miscues

Rate:  $351 \times 60 /$  \_\_\_\_\_ seconds = \_\_\_\_\_ WPM

## Retelling Scoring Sheet for Pele

### Setting/Background

- \_\_\_ Pele was born
- \_\_\_ in Brazil.
- \_\_\_ Pele's family was poor.

### Goal

- \_\_\_ Pele had a dream.
- \_\_\_ He wanted
- \_\_\_ to become a soccer player
- \_\_\_ a professional player.

### Events

- \_\_\_ He could not afford a ball.
- \_\_\_ He fashioned a ball.
- \_\_\_ He took a sock
- \_\_\_ and stuffed it
- \_\_\_ with newspapers
- \_\_\_ and sewed it together
- \_\_\_ with string.
- \_\_\_ Pele
- \_\_\_ and his friends formed a team
- \_\_\_ their own team.
- \_\_\_ They did not have enough money
- \_\_\_ to purchase shoes.
- \_\_\_ They played barefoot
- \_\_\_ and became known
- \_\_\_ as the "barefoot team."
- \_\_\_ Pele
- \_\_\_ and his friends saved their money
- \_\_\_ and eventually
- \_\_\_ the team was able
- \_\_\_ to get a ball
- \_\_\_ a regular ball
- \_\_\_ and shoes.
- \_\_\_ Pele discovered
- \_\_\_ that the ball could be controlled
- \_\_\_ better
- \_\_\_ when he wore shoes.
- \_\_\_ They began
- \_\_\_ to play teams
- \_\_\_ from big cities
- \_\_\_ and to win games
- \_\_\_ most of their games.



## Level: Six

- \_\_\_ Pele was the star.
- \_\_\_ He was only eleven.
- \_\_\_ He was signed
- \_\_\_ by the Santos team.

### Resolution

- \_\_\_ Pele led the team
- \_\_\_ to championships.
- \_\_\_ He led the team
- \_\_\_ the Brazilian team
- \_\_\_ to championships
- \_\_\_ world championships.
- \_\_\_ Pele held many records.
- \_\_\_ Pele decided
- \_\_\_ to retire
- \_\_\_ in 1974.
- \_\_\_ Then he changed his mind
- \_\_\_ and came to the U.S.
- \_\_\_ where he joined the Cosmos
- \_\_\_ New York Cosmos.
- \_\_\_ Pele's presence had an effect.
- \_\_\_ Crowds doubled
- \_\_\_ and tripled
- \_\_\_ and people came
- \_\_\_ to see Pele.
- \_\_\_ Soccer gained
- \_\_\_ in popularity.
- \_\_\_ Soccer is now one
- \_\_\_ of the most popular sports
- \_\_\_ in the U.S.

Other ideas recalled, including inferences

### Questions for Pele

1. What was Pele's main goal?  
*Implicit:* to become a professional soccer player

2. What did Pele use to make a soccer ball?  
*Explicit:* an old sock, string, and newspaper

3. Why was Pele's team known as the "barefoot team?"  
*Explicit:* they had no shoes and played barefoot

4. Why would the purchase of shoes affect the number of games won by Pele's team?  
*Implicit:* they played better because they could control the ball more effectively

## Level: Six

5. Why was it amazing that Pele became a star at the age of eleven?

*Implicit:* he was very young to be playing so well against older and more established teams from the big cities

6. How old was Pele when he was signed by a professional soccer team?

*Explicit:* fifteen

7. What American team did Pele join?

*Explicit:* New York Cosmos

8. How did Pele's presence help to make soccer popular in the United States?

*Implicit:* people came to see Pele and grew to like the game itself

Number Correct Explicit: \_\_\_\_\_

Number Correct Implicit: \_\_\_\_\_

Total: \_\_\_\_\_

\_\_\_\_\_ Independent: 8 correct

\_\_\_\_\_ Instructional: 6-7 correct

\_\_\_\_\_ Frustration: 0-5 correct

## Computers

---

Computers are machines that help solve problems, but they can't do anything without directions from humans. People give computers information. Then they tell them what to do with it. Computers cannot come up with any new information, but they can save much work and time.

For example, you could store all the information in the phone book in a computer's memory. Then you could ask the computer to tell you all the names of people living on one single street. If you lived in a big city, it might take days or even weeks for you to come up with all the names. But the computer could do it in seconds!

The first computers were huge. One filled up the floor of a large office building. The machines were very costly. Only big industries could buy them. But because computers could save so much time, other businesses wanted them. So scientists found a way to make computers smaller and cheaper by inventing chips. Chips made it possible to store more information in less space.

Today a computer can fit on the top of a table. They are still shrinking in size and price. More businesses use them. Hospitals use them to keep track of billing. Stores use them to make check-outs easier and faster. Families use computers too. Many students have computers at home that help them with their homework. Computer games are very popular. A computer can help to keep track of a family's expenses. Someday every family may have a home computer.

---

Adapted from M. R. Cohen, B. J. Del Giorno, J. D. Harlan, A. J. McCormack, and J. R. Staver, *Scott, Foresman Science, Grade 5* (Glenview, Ill.: Scott, Foresman and Co., 1984), pp. 348-349.

## Level: Six

### Expository

#### Concept Questions:

What are uses of computers?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3-2-1-0)

What do "changes in computers" mean to you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3-2-1-0)

What is computer input?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3-2-1-0)

What is a computer chip?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3-2-1-0)

Score: \_\_\_\_\_ /12 = \_\_\_\_\_ %

\_\_\_\_\_ FAM \_\_\_\_\_ UNFAM

Prediction:

\_\_\_\_\_  
\_\_\_\_\_

### Computers

Computers are machines that help solve problems, but they can't do anything without directions from humans. People give

computers information. Then they tell them what to do with it. Computers cannot come up with any new information, but they can save much work and time.

For example, you could store all the information in the phone book in a computer's memory. Then you could ask the computer to tell you all the names of people living on one single street. If you lived in a big city, it might take days or even weeks for you to come up with all the names. But the computer could do it in seconds!

The first computers were huge. One filled up the floor of a large office building. The machines were very costly. Only big industries could buy them. But because computers could save so much time, other businesses wanted them. So scientists found a way to make computers smaller and cheaper by inventing chips. Chips made it possible to store more information in less space.

Today a computer can fit on the top of a table. They are still shrinking in size and price. More businesses use them. Hospitals use them to keep track of billing. Stores use them to make check-outs easier and faster. Families use computers too. Many students have computers at home that help them with

## Level: Six

their homework. Computer games are very popular. A computer can help to keep track of a family's expenses. Someday every family may have a home computer. (254 words)

Adapted from M. R. Cohen, B. J. Del Giorno, J. D. Harlan, A. J. McCormack, and J. R. Straver, *Scott, Foresman Science, Grade 5* (Glenview, Ill.: Scott, Foresman and Co., 1984), pp. 348-349.

Number of Total Miscues

(Total Accuracy): \_\_\_\_\_

Number of Meaning Change Miscues

(Total Acceptability): \_\_\_\_\_

Total  
Accuracy

Total  
Acceptability

0-6 miscues \_\_\_\_\_ Independent \_\_\_\_\_ 0-6 miscues

7-26 miscues \_\_\_\_\_ Instructional \_\_\_\_\_ 7-13 miscues

27+ miscues \_\_\_\_\_ Frustration \_\_\_\_\_ 14+ miscues

Rate:  $254 \times 60 /$  \_\_\_\_\_ seconds = \_\_\_\_\_ WPM

### Retelling Scoring Sheet for Computers

#### Main Idea

- \_\_\_\_\_ Computers are machines
- \_\_\_\_\_ that solve problems
- \_\_\_\_\_ and save work
- \_\_\_\_\_ and time.

#### Details

- \_\_\_\_\_ Computers can't do anything
- \_\_\_\_\_ without directions
- \_\_\_\_\_ from humans.
- \_\_\_\_\_ You can store the information
- \_\_\_\_\_ in the phone book
- \_\_\_\_\_ in the computer.

- \_\_\_\_\_ The computer could tell you
- \_\_\_\_\_ the names
- \_\_\_\_\_ of people living
- \_\_\_\_\_ on one street.
- \_\_\_\_\_ It might take days
- \_\_\_\_\_ for you to come up
- \_\_\_\_\_ with the names.
- \_\_\_\_\_ A computer can do it
- \_\_\_\_\_ in seconds.

#### Main Idea

- \_\_\_\_\_ The first computers were huge.

#### Details

- \_\_\_\_\_ One filled the floor
- \_\_\_\_\_ of a building.
- \_\_\_\_\_ The machines were costly.
- \_\_\_\_\_ Only industries
- \_\_\_\_\_ big industries
- \_\_\_\_\_ could buy them.
- \_\_\_\_\_ But because computers could save
- \_\_\_\_\_ so much time,
- \_\_\_\_\_ other businesses wanted them.
- \_\_\_\_\_ Scientists found a way
- \_\_\_\_\_ to make computers
- \_\_\_\_\_ smaller
- \_\_\_\_\_ and cheaper
- \_\_\_\_\_ by inventing chips.
- \_\_\_\_\_ Chips made it possible
- \_\_\_\_\_ to store information
- \_\_\_\_\_ in less space.

#### Main Idea

- \_\_\_\_\_ Computers are shrinking
- \_\_\_\_\_ in size
- \_\_\_\_\_ and price.

#### Details

- \_\_\_\_\_ Computers can fit
- \_\_\_\_\_ on the top
- \_\_\_\_\_ of a table.
- \_\_\_\_\_ More businesses use them.
- \_\_\_\_\_ Hospitals use them.
- \_\_\_\_\_ Stores use them.
- \_\_\_\_\_ Families use computers

## Level: Six

- \_\_\_\_\_ to help
- \_\_\_\_\_ with homework.
- \_\_\_\_\_ Computer games
- \_\_\_\_\_ are popular.
- \_\_\_\_\_ Someday
- \_\_\_\_\_ every family may have a computer.

Other ideas recalled, including inferences

### Questions for Computers

1. What is this passage mainly about?

*Implicit:* how computers have changed

2. Why might a computer arrive at a wrong answer to a problem?

*Implicit:* it was given the wrong information

3. Why were big businesses the only ones who could afford the first computers?

*Explicit:* they cost so much

4. What did scientists invent that made computers smaller?

*Explicit:* the computer chip

5. Why would businesses want a smaller computer?

*Implicit:* it would take less space and/or cost less

6. Why are computers still getting smaller and cheaper?

*Implicit:* the chips are more efficient; the chips store more information

7. According to the passage, how do stores use computers?

*Explicit:* they help with check-out

8. According to the passage, what is one way that a family might use a computer?

*Explicit:* homework; games; to keep track of expenses

Number Correct Explicit: \_\_\_\_\_

Number Correct Implicit: \_\_\_\_\_

Total: \_\_\_\_\_

\_\_\_\_\_ Independent: 8 correct

\_\_\_\_\_ Instructional: 6-7 correct

\_\_\_\_\_ Frustration: 0-5 correct

TABLE 10.1 Miscue Analysis Worksheet

Subject _____	Level of Miscues:	Independent/Instructional	Frustrational
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[illegible]

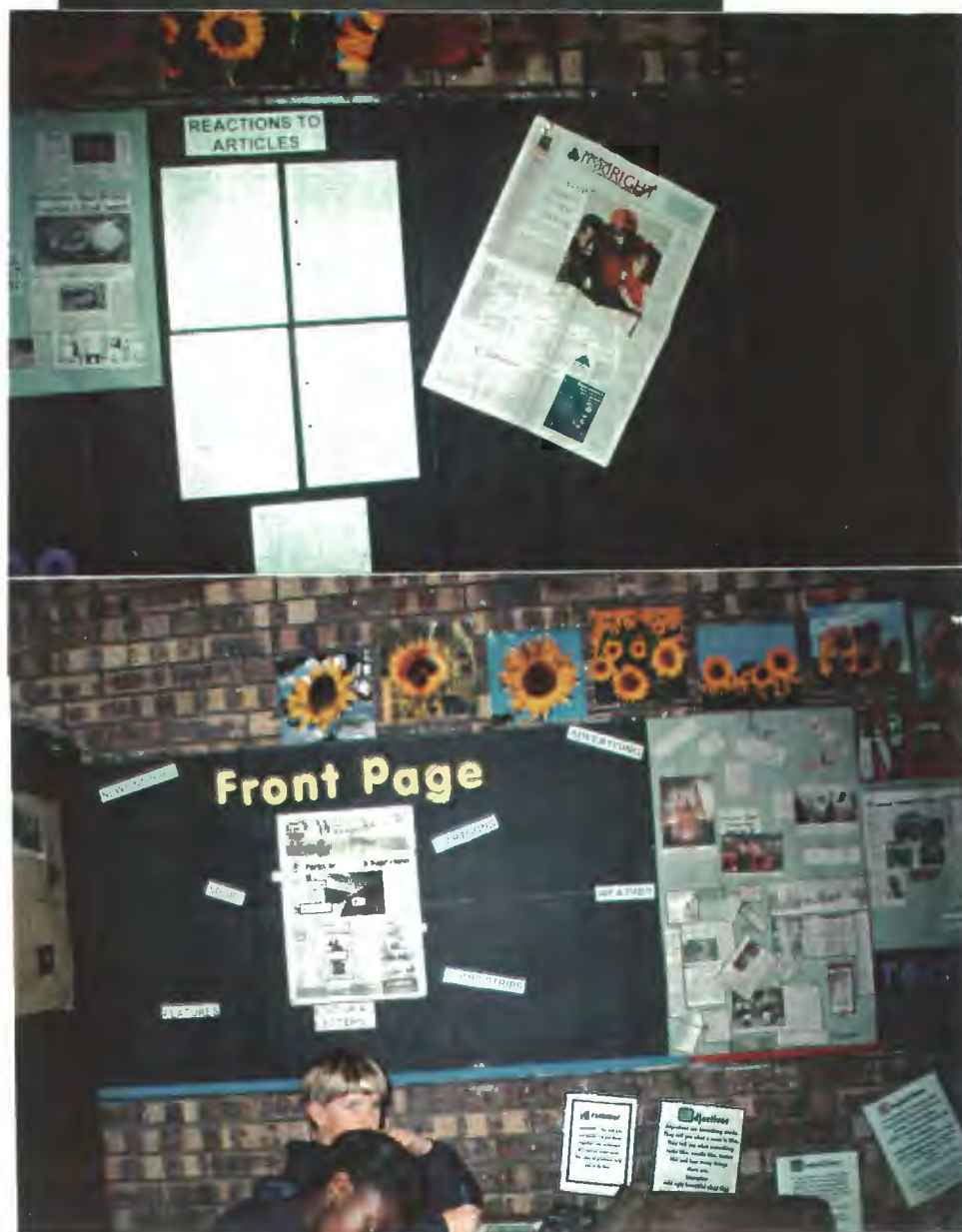
In the beginning ...

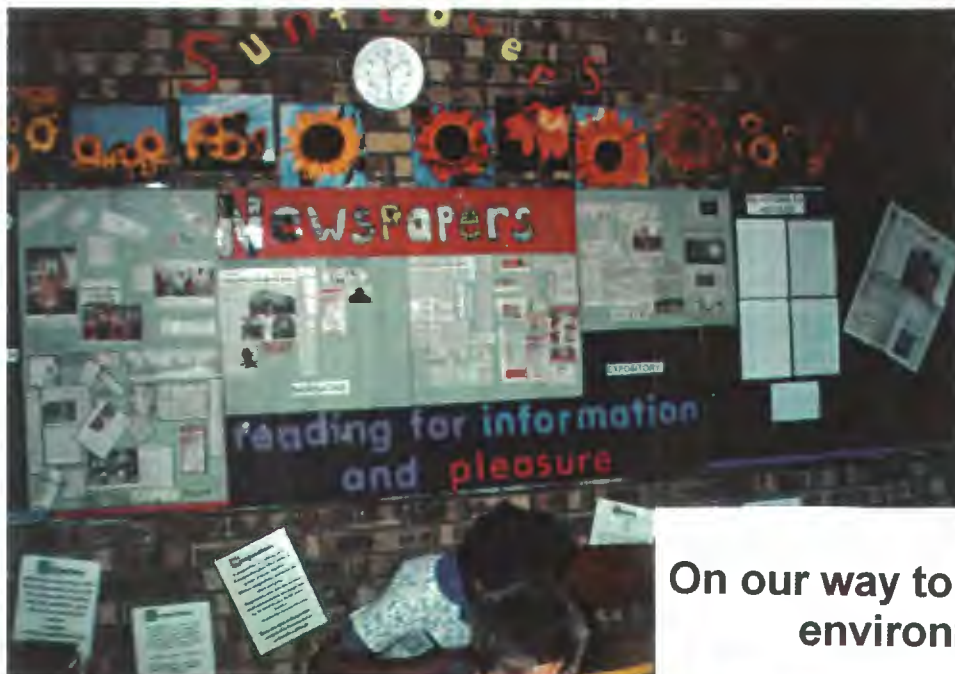






Making a start





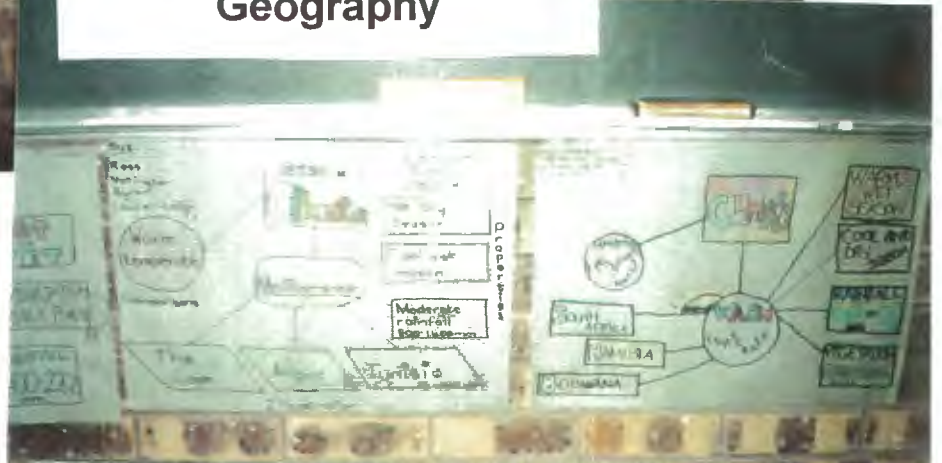
On our way to a print rich environment





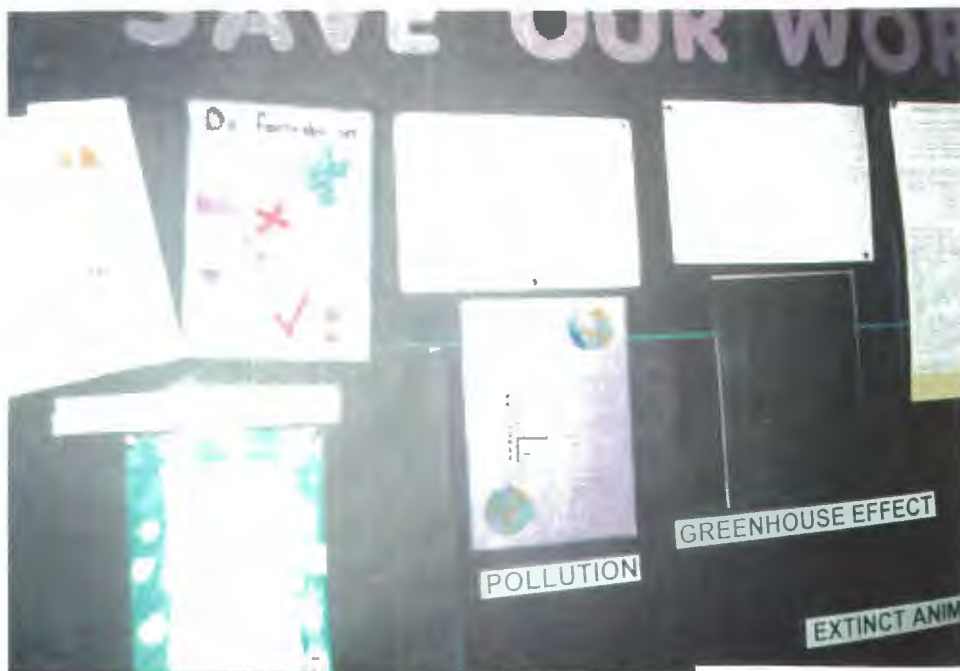


**Concept maps  
Geography**

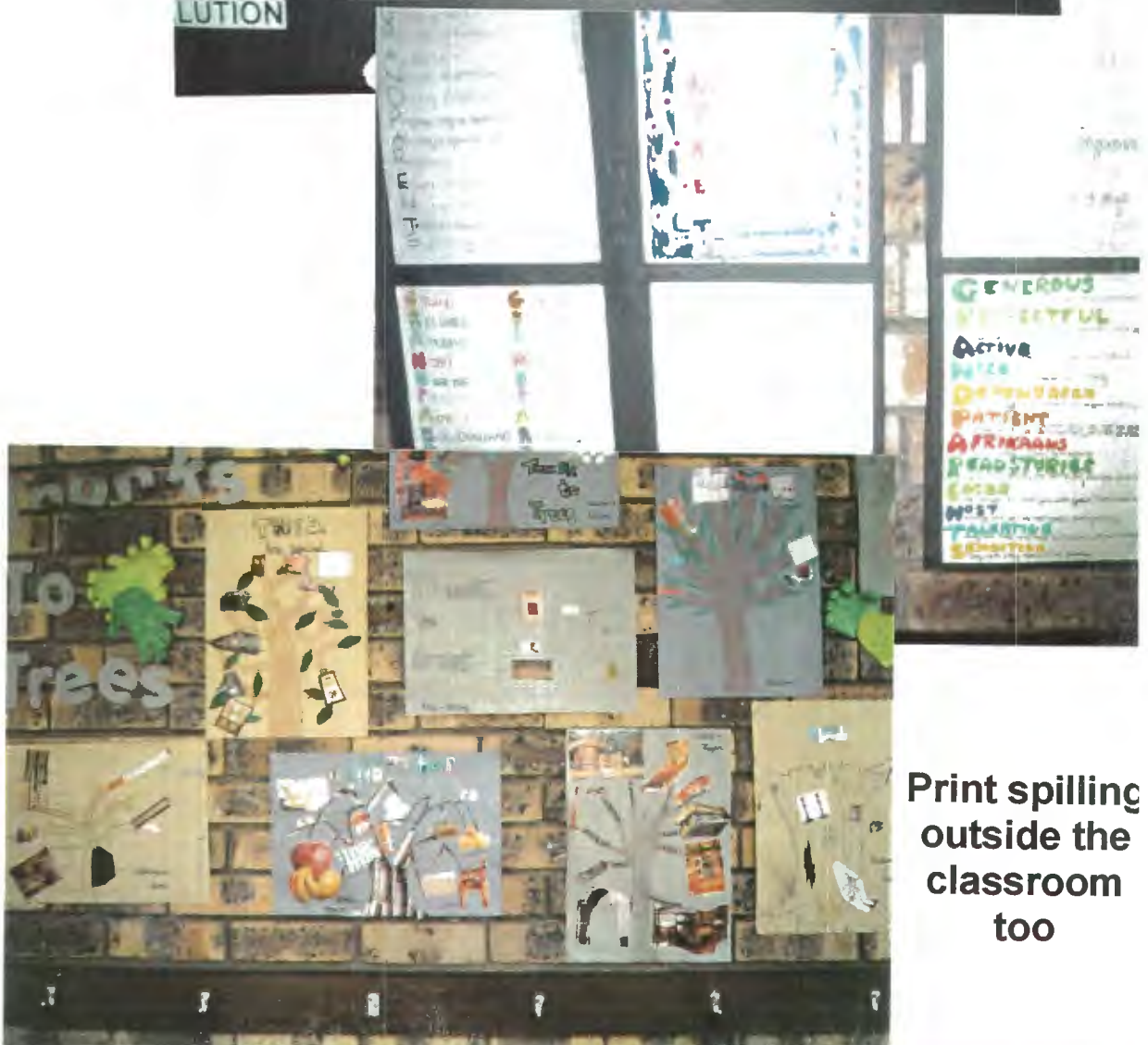
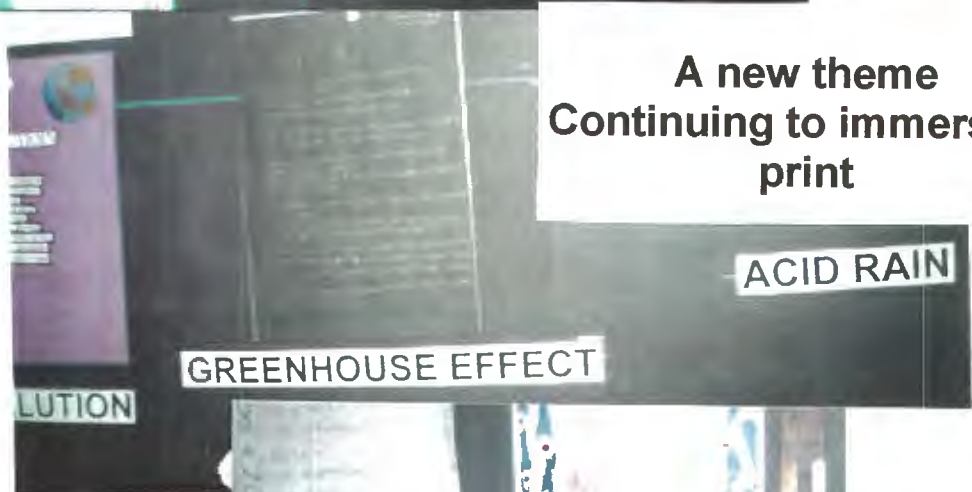


**Working out play scripts  
from stories**

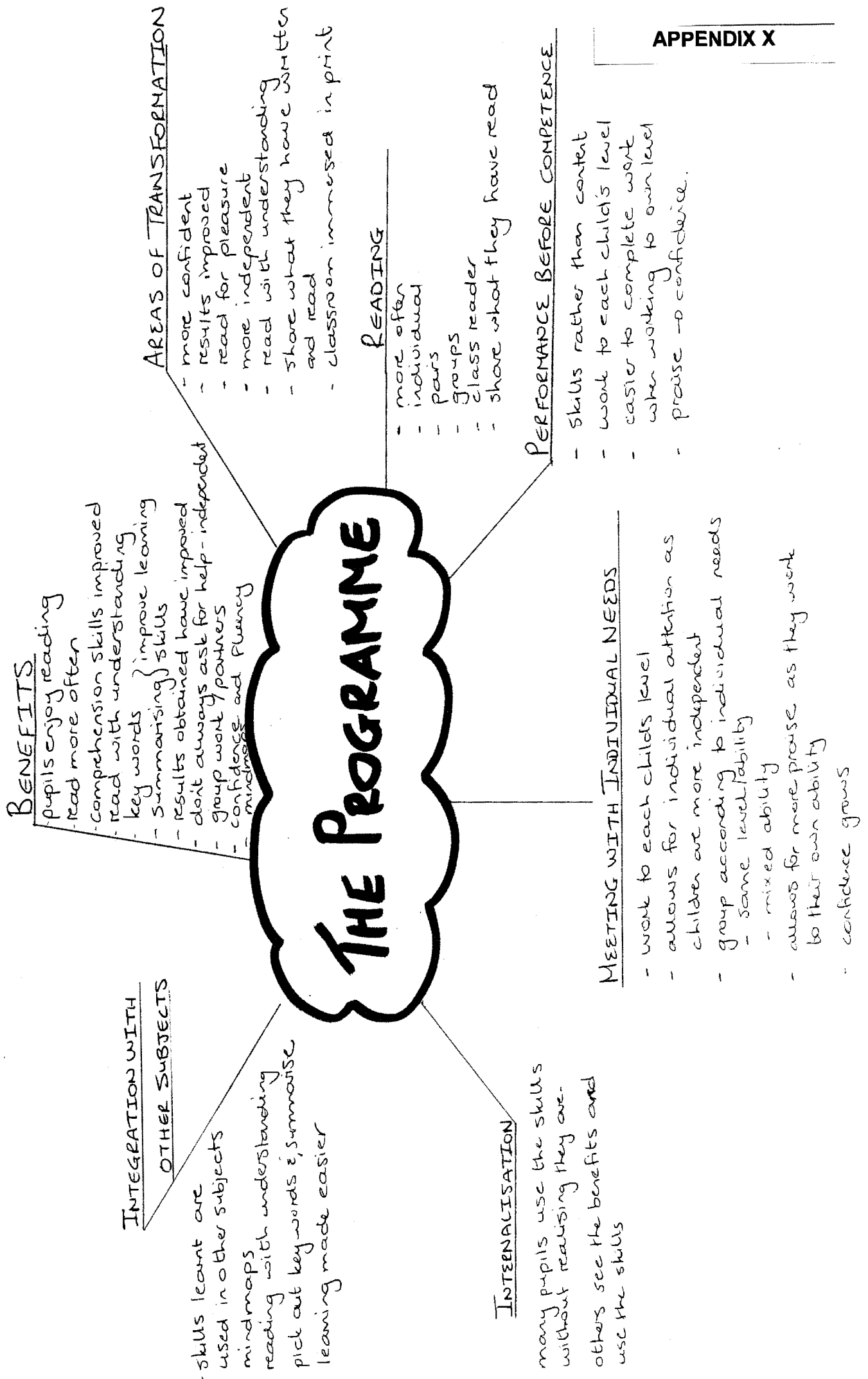




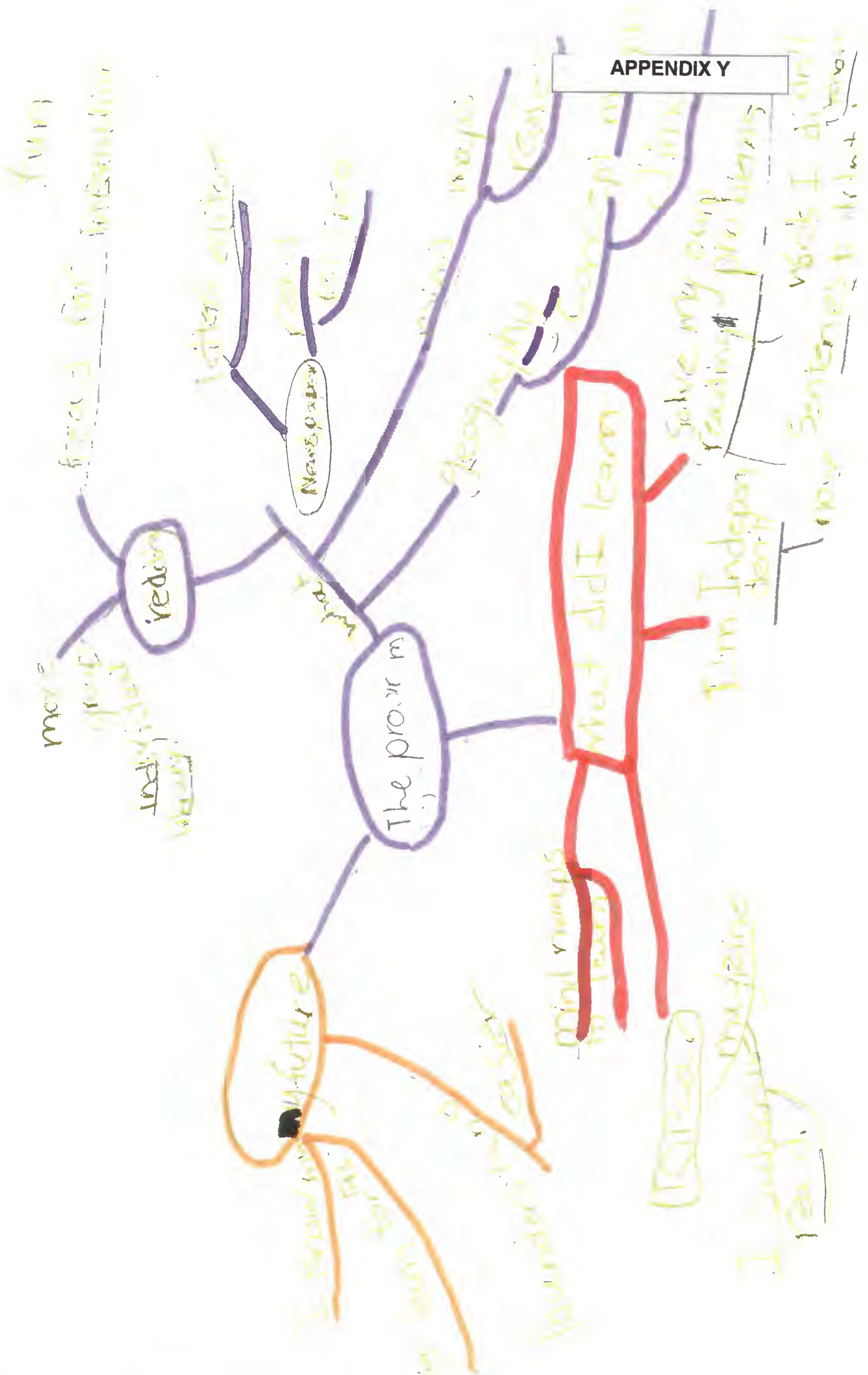
**A new theme  
Continuing to immerse in  
print**



**Print spilling  
outside the  
classroom  
too**







# How will I continue?

Mind Mapping

Exams

tests

Party's

Reading

Always have

The a book

Programme

Letters

Jobs

stay in touch

Mind to

Benefits

Mind Maps

tests

Makes  
Reading  
writing  
Much x1000  
easier

Ratio to read

Understand books words

Ready faster

feel independent.

WHAT?

learning  
Disorder  
into  
sketch  
sketch  
sketch  
Reading

How to set out a book

Help with tests



# THE PROGRAMME

HOW WILL I  
CONTINUE

use pictures for learning  
skim + scan  
for information

reading faster

more independence

## BENEFITS

Better at writing

Better letters

learn from pictures

easy to learn

understand

Better reading abilities

improvement in

comprehensions

First Test before Mrs Ladda got 3 out of 30

same I got 12 out of 16

Second Test before Mrs Ladda got 3 out of 30

same I got 12 out of 16





# THE PROGRAMME

# GEOGRAPHY

MIND MAPPINGS

ET

ITEM

7th FEB 2008

DID WE DO

## LOOKING IN

READING

2000-01-01

21

more independent

## STRATEGIES

3

STOPS

## READING

$\frac{X}{T} \propto \rho$

~~WILL I CONTINUE?~~  
~~LOOK UP WORDS~~  
~~I DON'T UNDER-~~

# STAND- FUNDING

USE MIND MAPS

www.benefits.gov